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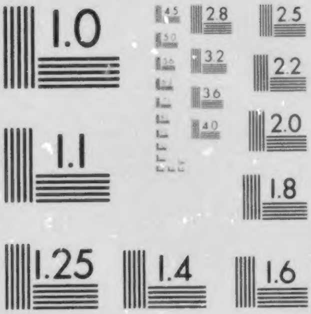
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ABSTRACT

Papers presented at the annual conference of the Alaska Library Association (AkLA) focused on the Alaska Library Network with special emphasis on collection development and resource sharing through networking. Papers and reports from the conference, some of which have been updated, are presented in six chapters. The first provides an overview of collection development in Alaska; how-to information and criteria for assessment activities; summaries of discussions of collection development in various types of libraries; the keynote address by Paul Mosher of Stanford University; and a list of people to contact for help. The second chapter includes a discussion of automation and its use in libraries; information on how to prepare for automation; descriptions of the WLN and OCLC automated systems and factors involved in using a stand-alone system; an overview of the experiences of a school district participating in WLN; and information on automated circulation systems being used in the state. The third chapter provides information on microforms and sources for microfiche readers, and descriptions of the basic tools and distribution systems for resource sharing in Alaska. The last three chapters present comments made by the Alaska State Librarian during the conference, a description of the status of the Alaska Library Network and a set of draft recommendations for its growth and development, and summaries of four conference workshops. (THC)

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ALASKA LIBRARY NETWORK

1984

ALASKA IS A LIBRARY

The Alaska Library Network, A Review of its Components, Status and Dreams for the Future

Edited by:

Nancy Lesh
and
B. Jo Morse

Published through an interlibrary cooperation grant from the Alaska State Library to the University of Alaska, Anchorage.

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Preface

The editors would like to take this opportunity to thank all the people who provided information for this publication and/or who gave presentations during the three days of the 1984 AkLA conference. Their names are listed in the conference program and throughout this volume.

Our thanks also to all the librarians in Alaska who, on a daily basis, are making the Alaska Library Network a reality!

Special thanks to Suzette Mizelle and Penny Rohacek at the University of Alaska, Anchorage Library for all their support, typing, and good humor!

Writings in this publication, except those noted otherwise, have been done by the editors.

Introduction

During the Annual Conference of the Alaska Library Association held in Sitka, Alaska, March 5-7, 1984, the program focus was on the Alaska Library Network and its components, with special emphasis on collection development and resource sharing through networking. The realization that we always need more information beyond our own experience prompted this publication. Papers distributed at the conference gave valuable information for the attendees. It was pointed out that the information would be of value for all librarians beyond those able to attend AkLA. Since the conference, the information has been updated and expanded where appropriate.

Dr. Paul Mosher, keynote speaker, stimulated our view of libraries in Alaska by suggesting that "Alaska is a Library." The idea caught on and is now the theme for this publication. All libraries in Alaska work together to serve all Alaskans. All libraries are full participants in the Alaska Library Network. All libraries are interdependent on each other as our users are interdependent on all libraries for that critical piece of information.

The papers presented give a picture of how Alaska is working to be a Library. Collection development and networking are integral and are the essential elements at every level of service.

It has long been the strength of Alaskan libraries that they stand together and have a firm commitment to statewide networking. As the state becomes more populous and the Alaska Library Network grows in size and diversity, we will all have to work a little harder to keep the sense of "Alaska is a Library"; communications is the key. The excitment and enthusiasm and success that comes with talking and working together is what makes the Alaska Library Network a Library for All Alaskans.

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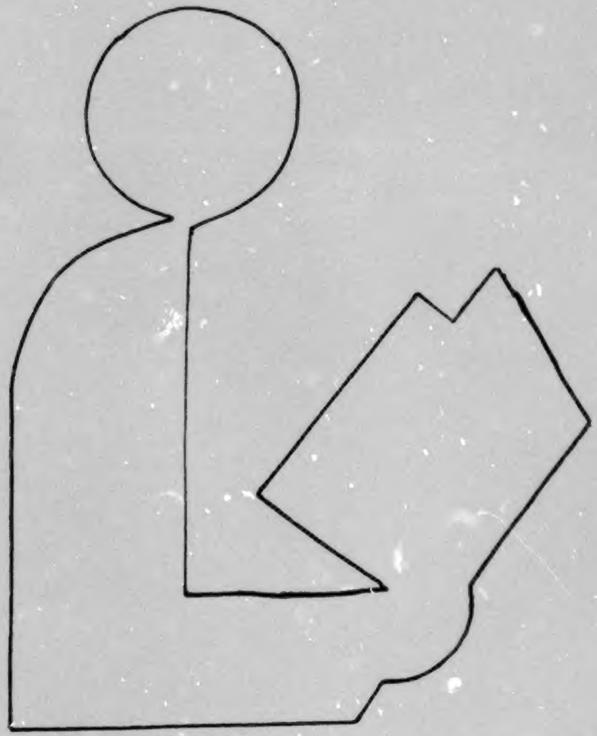
If the reader wishes to contact any of the individuals identified in this publication, you may do so by obtaining the Alaska Library Association 1984 Directory. The contributors would be glad to hear from individuals--of your interest, questions and comments.



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CHAPTER ONE

COLLECTION DEVELOPMENT

Introduction:

The chapter begins with an overview of how Alaska began collection development and progress to date. The specifics for the plan for cooperative collection development among libraries is offered by Dr. Paul Mosher in the next section. The following five sections consist of "how to" information and criteria to consider in assessment activities.

An example of the content in the Alaska Conspectus is given in Section Eight. This map of where materials are and in what strength is the beginning of how we can optimize our resources.

At the 1984 AkLA conference, during the day devoted to collection development, three discussion groups were held, by type of library, to talk specifically about collection development in their settings. The following section includes summaries of those discussions, as reported by the Steering Committee members who led each.

Section Ten contains the full text of the keynote address given at the Annual Conference of the Alaska Library Association, March 5, 1984, by Dr. Paul Mosher, Stanford University.

Sections Eleven and Twelve provide helpful bibliographies of materials that provide depth to the principles and practices of collection development and the selection of materials.

The last section identifies persons who can be contacted for help.

Section One:

The Collection Development Project in Alaska
(Dennis Stephens, Chairman
Statewide Collection Development Steering Committee)

The statewide collection development project sprang from a need to establish a coordinated, cooperative collection development plan for Alaska libraries. The arguments heard elsewhere in favor of such strategies hold doubly true in a state characterized by relatively new and underdeveloped library resources, chronically inadequate funding for materials, and a population of just over 400,000 in a land mass one-fifth the size of the 48 contiguous states.

A tradition of rapport among all types of librarians, and a spirit of cooperation and resource sharing already typified by, for example, the Alaska Library Network, had prepared a receptive attitude for a statewide collection development plan. The project has firmly taken root. Alaska librarians are now looking at their collections in a more systematic, analytical way, and seeing them in a larger context--as part of the larger library that is all the state's library resources.

The means to make statewide collection development a reality appeared in January 1982, when funds became available through the State Library for inter-library cooperation.

I hoped with my first proposal to bring a consultant to Alaska to help us define this project in the light of similiar efforts elsewhere in the country. The person I had in mind was Paul Mosher of Stanford University Libraries. Dr. Mosher was director of the first ALA/Resources and Technical Services Division regional collection development and management institute at Stanford in 1981, which I had attended. He has also written widely on a variety of collection management topics including coordinated collection development.

The proposal was discussed at the academic librarian's pre-conference at AkLA/Fairbanks in February 1982. In March the proposal was funded for FY82. Happily, Dr. Mosher was willing to take the job, and spent a week in August in Fairbanks, Anchorage, Palmer, Juneau, Sitka, and Ketchikan. He talked with some 50 librarians and library staff. His September 1982 report, A Plan for Cooperative Collection Development Among Alaska Libraries, provided a setting, an analysis, and recommendations. They included the following:

1. A collection development policy should be prepared by each participating library, using a standard format.

2. A statewide library resource conspectus should be prepared by surveying the library holdings of each participating library. The term "conspectus" here means an overview or summary of existing collection strength and intended collection intensity, arranged by subject, class, or combination of either. The conspectus will compile the results of surveys of each library and serve to define a coordinated collection development policy.

3. The information in the conspectus should be used to develop a statewide collection development program for a five- or ten-year period to optimize the financial and human resources of the state in developing its information and knowledge resources.

4. The Statewide Collection Development Steering Committee should be continued and further organized.

5. A collection development institute should be held for Alaska librarians.

6. A program of collection analysis should be developed providing uniform methodologies for use and user studies, collection evaluations, and verification and overlap studies.

7. The Steering Committee should recommend appropriate ways to tie in the Alaska effort with those in the Lower 48.

8. A cooperative purchase plan should be devised.

9. Staff support should be provided to the Steering Committee during the period of collection development plan and conspectus development and publication. The report recommended that one full-time librarian/administrative assistant be hired for a two-year period.

Each of these recommendations is being addressed in greater or smaller measure. Item 9 is a particular need, and item 3 is by its nature the furthest range recommendation at this point, as we are in the process of gathering conspectus data.

Since the beginning of this project, the Statewide Collection Development Steering Committee mentioned in the recommendations has provided the forum for discussion, planning, and the sharing of mutual zeal. I am profoundly grateful to these colleagues, who have given the project its form and substance. The current roster, representing each type of library, is shown in Section Thirteen.

The Steering Committee has enjoyed consistent support from its respective supervisors and directors, and has relied heavily on the Learn/Alaska teleconference network, the Univ. of Alaska Computer Network electronic mail system, and on the Rapicom facsimile network funded through a State Library grant.

Funding of a subsequent proposal for FY83 enabled the Steering Committee to meet, to continue Dr. Mosher's services to aid in drafting individual collection development policy statements and urgently needed collection survey work (he has now served time in each Steering Committee library, plus several others), and to sponsor an Alaska Collection Development Institute in May 1983. The Institute brought together 17 librarians from all types of libraries, with Dr. Mosher and the Steering Committee as faculty. It achieved an important goal: to broaden the range of collection development skills among Alaska librarians.

The culmination of this phase of Steering Committee activity was its sponsorship of the first part of the 1984 AkLA conference at Sitka on Collection Development and Resource Sharing. This was the perfect time and the ideal opportunity to take our case truly statewide, and the response was gratifying.

Other accomplishments of the FY84 grant period were the writing of a program for use with an Apple computer to compile the Alaska Conspectus, and recasting the Collection Intensity Indicators devised by the Research Libraries Group into categories more meaningful to a wide range of Alaska libraries. Essentially, the 0 through 5 scale was expanded into a scale more suitable for smaller collections. The Alaska Collection Intensity Indicators are found in Section Five of this Chapter.

The Steering Committee has decided to use the RLG conspectus format unaltered (see the conspectus worksheet sample, Chapter One, Section Four). However, a library need go only as far into detail as is reasonable. The conspectus worksheet provides an LC-oriented subject approach to the collection. The LC class outline can also be used. The Steering Committee has tentatively decided to convert evaluations from Dewey libraries to the LC format pending completion of a Dewey-LC conversion table.

Use of the RLG conspectus format, and the basic structure of the RLG Collection Intensity Indicators, will permit the Alaska Conspectus to contribute to a regional and eventually a national collection development data base.

The announcement of the Fred Meyer Charitable Trust's Library and Information Resources for the Northwest program, and $3.5 toward development of a technologically-sophisticated resource sharing network in the Pacific Northwest, was particularly serendipitous. This program would have three major components: assessment of existing collections, development of cooperative acquisitions plans, and design of an electronic document-delivery system. We hope our approach to the concept of cooperative, coordinated collection development might have something to contribute to this regional effort. The Steering Committee chair, along with Linda Gould, collection development coordinator at the University of Washington Libraries, presented a cooperative collection development workshop at the PNLA annual conference in August 1983, with Alaska as a model.

Each Steering Committee Library, and several others besides, is now working on or has completed drafts or finals of the narrative portion of their individual collection development policies. Each has likewise completed preliminary surveys of parts of their collections, both LC and Dewey libraries. A copy of the pilot verson of the Alaska Conspectus for American History is shown as Section Eight of this Chapter.

The collection survey methodology consists of title-by-title examination on the shelves, in conjunction with the serials list and the circulation file. These tools are used:

1. The conspectus worksheet, or LC class outline, or Dewey scheuule, to provide a subject approach in as fine a detail as is appropriate. Section Four (another example is included in Section Nine in public libraries discussion report).

2. The Collection Intensity Indicators, showing the range of numbers to indicate collection depth and breadth. (Section Five)

3. The list of criteria to consider in applying these intensity indicators. (Section Six)

4. The list of language coverage codes. (Section Seven)

Those who have done this work have found it fascinating as well as useful. Those of us, particularly in larger libraries, tend to get out of touch with our collections all too easily. And those in smaller libraries also find it's good to have their suspicions confirmed, one way or the other. It is only by assessing the library's resources and their use, systematically and analytically, that the librarian is able to relate resources to needs, goals, and missions.

The Steering Committee has found it helpful to do the collection surveys in teams, both for moral support, and to help assure a consistent, uniform application of the Collection Intensity Indicators.

We have been happy to note interest in the Alaska project elsewhere in the country, particularly in the Alaska use of the Collection Intensity Indicators and in use of the Conspectus by a variety of sizes and types of libraries. Steering Commitee members, Mary Nicolson, Barbara MacLean, David Zavortink, and Leza Madsen, will discuss the Alaska project at ALA in Dallas this Summer, and Dennis Stephens has a tentative invitation to participate in an RTSD discussion on automation in collection development next year.

The proposal for FY85 requests funding for the next phase of the project, which the Steering Committee sees as the following:

1. Outreach: to further broaden the circle of skills, to include a traveling slide-tape presentation on collection surveys, a collection development manual, and site visits by Steering Committee members to libraries requesting help.

2. Continued Steering Committee meetings and teleconferences, and improved organization.

3. Professional services and enhancement of Alaska Conspectus programming.

The FY85 goals are to provide each library in the state with the means to write a collection development policy, evaluate its own collections, and contribute toward the implementation of a statewide collection development strategy.

We hope the next phase might also result in a conspectus segment to evaluate Alaskana collections, and an increased publication effort.

We recognize, as Paul Mosher points out, that Alaska is resource poor in terms of library materials, and that the state is at a crossroads in its library development. Long-term goals must deal with a question Dr. Mosher asked in his keynote address at the AkLA/Sitka conference - What will Alaska's libraries be in the 21st Century? Cooperative, coordinated collection development will play a part in shaping that future. We view this as an ongoing project. The deeper we have gone into the concept, the broader the vision of its benefits becomes. We hope each Alaska library will want to have a part in this process, and that it will make a permanent contribution to the Alaska library community and to its patrons and funding agencies, the ultimate benefactors.

Section Two:

A Plan For Cooperative Collection Development Among Alaska Libraries

(Paul H. Mosher, September 29, 1982, Stanford University)

Introduction

During the week of August 15, I talked with nearly 50 librarians and library staff of the University of Alaska campuses at Fairbanks, Anchorage, and Juneau, plus a number of their research institutes, centers and programs, Matanuska-Susitna, Ketchikan, and Sitka Community Colleges, the Alaska State Library in Juneau, the Fairbanks North Star Borough Library, the Anchorage Municipal Libraries, and the Juneau Memorial Library. Due to reduction from the originally planned grant request, 20 days of consultation were compressed into 7, and the original plan for a draft statewide collection development policy was necessarily reduced to an initial plan for cooperative and coordinated collection development among the libraries of the State of Alaska.

The Setting and the Opportunity: Libraries, Collections and Cooperation in Alaska

The State of Alaska is at a crossroad in terms of its library system development; a suggestion supported by a number of recently commissioned library studies, including this one. There is a new, but small, university system with a cluster of a dozen community colleges partly dependent upon its resources. There are three fine public library systems with a group of smaller public libraries and educational centers, and finally there is an excellent state library which has been taking significant steps in joining with other libraries of the state to develop systems that will be capable of dealing with demands for information and knowledge within an expanding system of higher education and growing industrial development, and yet increasingly insecure financial times.

During my week of talking and meeting with librarians in Alaska, I was greatly impressed with their sense of the need to develop a stewardship or cost-effective responsibility for developing the library resources of Alaska to provide researchers, businessmen, industrialists, students, and readers with knowledge and information at a cost that can be borne by the funding institutions of the state's libraries.

In order to achieve this end, it will be necessary for the libraries to forge a system of coordinated and cooperative collection development so that they may together focus the financial and human resources available for the development of a system of shared resources and coordinated collection development. This system should provide for the acquisition and distribution of research or lesser-used materials which are not locally essential. If this is done, the state will develop an advanced capacity to support research, study, and information distribution at much lower cost than for most of the "lower 48" states, where a history of lack of cooperation and coordination has resulted in the development of vast, infinitely redundant and gigantically expensive library collections.

In many areas of the United States, these hard truths have come to be recognized. Major efforts at coordination and cooperation in these areas are being made nationally by such organizations and consortia as the Research Libraries Group and such significant regional associations as the New York State Library and the State University System of New York operating in cooperation, the Boston Library consortium, the Libraries of the State of Colorado, the Libraries of the University of California and Stanford University, the Libraries of the State of Missouri, the Libraries of the State of Wisconsin, and others.

The Libraries of the State of Alaska are earlier on in their recognition of this need and of the problems that beset the future of study and research and the provision of information in the State of Alaska. There is broad support among all types of libraries for the development of a system that would enable the development of library resources in Alaska to go much farther on fewer tax and institutional dollars than has hitherto been true in the "lower 48" states. I recommend that the State of Alaska support this effort.

What is Collection Development?

Collection Development is the effective and timely selection of library materials, forming carefully selected and constructed area or subject collections, shaped over time by bibliographic experts, in order to serve the missions and goals of individual libraries, and libraries associated within networks and consortia to help focus resources on the achievement of the mission and goals of the associated group of libraries.

What is Collection Management?

Collection management is the systematic, efficient and economic management and stewardship of library resources. It deals with functional programs which follow from institutional and library goals and objectives. Collection managers in libraries should act as sociologists of library behavior in the management effort. They should study and establish patterns of need for and use of library materials, and base collection development policy and activity on the results of their findings, prioritized within a frame of available resources.

What is Cooperative or Coordinated Collection Development?

Cooperative or coordinated collection development is, simply, cooperation, coordination or sharing in the development and management of library materials by two or more libraries forming a consortium or partnership. It is based on the common premise that two heads are better than one, and recognizes the principle that each library requires a core collection of materials available locally to support its absolutely fundamental and primary mission and goals, but in addition requires backup collections of material for study, research or purposes of specialization which may not be used as frequently as the core collection, and therefore, may be shared with other libraries, thus enhancing the missions of all without damaging accessibility to materials by local users. In a multitype library network, such as exists in Alaska, and with a core of libraries with research components, rationalization and cooperation in the development of non-core area library resources can greatly extend the capacity to develop useful collections locally and severally, especially to the benefit of users of library service and taxpayers or other funding agencies which support those libraries.

Why is a Program of Cooperative and Coordinated Collection Development Needed in Alaska?

During the last ten years the average cost of library books increased nearly 120%, and the cost of periodicals nearly 250%. Since the funds available for library purchases in virtually every other library and library system have increased at a much lower rate, the result has been that libraries acquire fewer books, fewer serials, and fewer media items at greater cost every year. Inflation has been among the nation's principal economic worries for so long that one gets a weary feeling when the subject is raised again. This rate of increase in the cost of library materials is now commonly recognized and documented, such as in Scholarly Communication; The Report of the National Enquiry (Baltimore, 1979), and it is only one of the more acute aspects of the general rise in costs of higher education described so aptly by Howard Bowen in The Costs of Higher Education (San Francisco, 1980). Even Harvard University, often considered to be immune from the financial problems of ordinary human institutions, had occasion to mention in the annual report of the librarian a few years ago that, while the Harvard University Libraries now possess over 10,000,000 volumes, they are more inadequate than they were 20 years ago in providing for the needs of Harvard's scholars. This unfortunate circumstance, which has become common to universities, arises because faculty are more demanding, specialized and productive than ever before, and at the same time, for financial reasons, university libraries are less and less able to expand the size of their book collections at greater and greater rates of speed.

On the other hand, it may be said that Alaska has moved 3 or 4 generations earlier than the larger or more populous states of the "lower 48" to examine its situation with regard to information and knowledge resources, their development and management, and to begin a process of charting and rationalizing the development of the information resources of the state in a way that can put materials where they are most needed, minimize unwanted duplication, and provide for the development of strong functional core collections. Thus over the years, Alaska has the opportunity to build stronger and more useful collections for much less money than would be possible using the random and uncoordinated developmental pattern of the more populous and heavily developed "lower 48" states.

In addition to the benefit of starting earlier the process of cooperative planning, foreseeing, and providing, the human environment in Alaska's libraries places much greater stock in mutual assistance and common benefit than in the individual attempts at "comprehensive" collection development or empire building that are more common to the south. This interest in cooperation, mutual assistance and in developing a community of shared dependence of library collections and services among the libraries of Alaska presents a remarkable opportunity which, if properly utilized and encouraged, will have a significant effect on the education, research, intellectual and informational development of the State of Alaska.

Time and historical circumstance, the economic uncertainties of the decade ahead, and an existing library atmosphere of cooperation, support and genuine dedication to service, suggest that Alaska is better prepared than many larger and more economically developed states for the generation of a sound, effective, functional cooperative statewide program of collection development and management.

A Modest Proposal: Outline of the Program

The recommended plan consists of three phases:

I. Study and documentation of existing collections and information needs through the conduct of collection analyses or evaluations, use and user studies, and shelflist measurement projects of participating libraries. The first two involve the construction of instruments which utilize sampling techniques to obtain accurate and useful information with a minimum of time. Instruments already devised or in the design process by the Research Libraries Group and The Association of Research Libraries may save some effort in the design state. Study of collection overlap and the scatter of unique titles is also helpful here.

II. Use of the data gathered to prepare an Alaska Statewide Collection Development Conspectus. This would provide a map of Alaska's existing collections, identify centers of strength and undesirable gaps by format, subject, language, period, etc., and allow the planning of strategies to focus available resources on the development of collections systematically, consistently and to the greatest benefit of users and institutions served. Future collecting levels can then be identified, coordinated and codified. This exercise will also produce sound local collection development policies which can serve as local, mutually understood contracts between libraries, parent or funding agencies and user groups.

III. The statewide conspectus and local policies can then be analyzed and used as the basis for other statewide planning and cooperative efforts such as planning and distributing primary or partnership collecting responsibilities for certain areas of the collections, or for media or special formats, can assist cooperation and coordination of collection management efforts such as preservation, removal to off-site storage, pruning, and can serve as a guide for interlibrary loan activity and coordination of some cataloging activity as well if desired. This plan and policy can also be used both to minimize unwanted redundancy in purchase of materials as well as to identify local core collections to support basic curriculum, reference, or other basic needs for which controlled duplication may be necessary.

The statewide system of coordinated collection development should be constructed in such a way that the capacity for each library to develop its own core collection will be enhanced by clarification of research collection specializations so that the research resources of the state may be clearly outlined. In this way, the University of Alaska Libraries and the Alaska State Library will act as advanced study and research backup collections for the community college and public libraries of the state. At the same time, specialized collections of public, community college, or special libraries, such as English literature at the Fairbanks North Star Borough Library and genealogy at the Anchorage Municipal Libraries, may be revealed and made available to other libraries.

An acceptable comparable and coordinated collection development policy statement is needed to bring about understanding and rationalization of existing and future collecting strengths and weaknesses of institutions, as well as of major institutional program strengths, such as Arctic studies, environmental studies, natural resources, agriculture, or other areas in which Alaskan institutions will be most heavily involved. The pattern of existing collection strengths and future collection development intensities is used to rationalize former collecting levels and to suggest the assignment of principal or partnership collecting responsibilities which would be accepted only on the basis of an institution's substantial and historic commitment to certain programs. It may also be used to link Alaskan research centers to consortia in the "lower 48" states both to obtain materials unavailable in Alaska, and to make some of Alaska's materials reciprocally available to research institutions elsewhere.

Preconditions for Planning a Cooperative Collection Development Program

1. Institutional and library staff must be committed to achieving workable and feasible coordinated collection development and management goals. Libraries must have staff explicitly responsible for the collection's development, maintenance and management who have time and resources to do this work.

2. Emphasis in discussion and planning should be on a period ten or twenty years in the future, even though many accomplishments will be realized sooner. To focus too closely on the present is to encourage political squabbling over immediate benefits, which is undesirable. Members must be willing for a time to live with some deferred rewards.

3. Emphasis should be on a model which presumes a fiscal climate of retrenchment and reduction periodically over the foreseeable future.

4. Emphasis should be on non-threatening structures or models which protect and recognize substantial and long-term institutional program commitments and seek to build on these rather than emphasize enforced abdication of such local programs or commitment to expensive and varied programs which are not supported by local institutional self-interest or tradition.

5. Emphasis should be on an "insurance" model in terms of divestiture or programs. No institution should be obliged to give up anything it wants to keep. The program should seek to establish solid islands of institutional commitment which can be depended on by other libraries when they are forced by financial or other circumstances to divest themselves of some types of material or aspects of subjects of lower priority programs. The presumption is that within the partnership somewhere, or even outside of the State of Alaska, specialized commitment will be discovered on which the libraries of the State may then ultimately depend through resource sharing and shared bibliographic access arrangements. It is important here to recognize that each library will need to maintain its own core of materials of importance to local constituencies, that these will involve necessary duplication of materials, and that that is all right.

6. Programs must be responsive and minimally threatening to local priorities and programs. Initial emphasis at least should be on members' programs which are maximally supportive and useful and minimally threatening to member institutions.

7. Emphasis should be on avoidance of purchase as well as timely access to materials held elsewhere. The purpose of the program is to enhance selectivity.

8. Within such a coordinated and cooperative program, a library's materials selectors should not acquire an item unless they are sure who would use it, and for what purpose.

9. Policies and protocols should define acceptable collection standards and standard collecting levels.

10. Matters of reciprocity and the contribution of each participant must be carefully considered and agreed upon by all participants.

11. There must be a commitment to the adequate funding and staffing of collection development and resource delivery operations to support the resource sharing effort.

12. Coordinated and cooperative collection development will require the allegiance of the people who must make it work; thus programs must provide for the education and further development of human beings as well as machinery.

13. Participants must agree to subordinate non-essential local priorities to the priorities of the group.

14. Representatives of each institution must meet periodically to review the structure and operation of policies and arrangements, and to revise them to achieve greater effectiveness. In the case of the Alaska program, I recommend a steering committee of 8 to 10 members, and subcommittees consisting of representatives of the type libraries:

that is, the university libraries, the community college libraries, and the public libraries, with the chair of each subcommittee being a representative of that type of library who sits on the steering committee.

15. Good collections are well-defined collections. Thus coordinated collection development and management requires coordinatable or mutually comprehensible collection development policy information which can readily be understood by faculty, students, institutional administrators, legislators, and others, as well as by librarians or computer programmers.

Potential Benefits of a Program of Cooperative or Coordinated Collection Development:

1. Greater selectivity and the consequent ordering of fewer non-core duplicative titles because of more clearly articulated collection development programs and policies and added confidence that titles not purchased locally will be available elsewhere through resource-sharing.
2. Reduction of purchases in areas of lower priority, and divestiture of responsibility to acquire and preserve in other areas which the collection development plan identities as collected elsewhere.
3. Planned cost reduction or limitation rather than haphazard or crisis-driven cost reductions with later equally unpredictable increases.
4. Coordination of pruning, cancelling or storing of library materials.
5. Elimination of undesirable redundancy in collection development activity among cooperating libraries.
6. Coordination of preservation activities to reduce unwanted redundancy or unintended duplication among libraries.
7. Expedient and regular communication with cooperating libraries, and among staff at both administrative and operational levels.
8. Encouragement and support of more economic and cost-effective patterns of collection development.
9. The possibility of distributing responsibility for primary or partnership collection development responsibilities in non-core areas in order to limit unwanted redundancy in the development of collections.
10. Identification of libraries committed by program to collecting for specific subjects, format, or linguistic areas on which other libraries can rely in a coordinated collection development and resource sharing environment.

11. Coordination of planning for staffing of acquisitions, cataloging, preservation, and interlibrary loan operations.

12. Cooperation in the purchase of extraordinarily expensive sets or journals.

13. Foster coordination among parent institutions, of existing curricula and the development of new curricula.

Potential Problems or Failures of Coordinated Collection Development

1. Libraries do not have or develop collection development programs.

2. Libraries lack coordinated collection development policy statements to guide their activities, where they have statements which are not comprehensible to those people using them or to their users. If they do have statements, they may not be standardized, comparable, cross-referenced, or arranged to show the interreliance between libraries. The language in these statements is often insufficiently precise.

3. Lack of understanding and support of programs by faculty, user, legislative or other governing or funding groups.

4. Coordinated collection development efforts failed to reflect existing and probable future institutional program needs, and failed to allow for changes of those programs as locally dictated.

5. Libraries did not make use of existing state or other political bodies to coordinate their institutions' programs, curriculum or degree offerings.

6. Institutions and their libraries failed to realize that cooperative or coordinated activities, protocols or programs are likely to place restrictions or limitations on unilateral capacity to change or alter existing arrangements. A benefit or increase in one area may imply a restriction or limitation in another.

7. Policy making for coordinated collection development was centralized, while decisions had to be made in a decentralized way by staff who are uninformed or unsupportive of arrangements developed by administrators. On the other hand the reverse may prevail: the library's administration may be uninterested or uncommitted to initiatives undertaken by librarians at the operational level.

8. There are possible negative budget implications in cooperation. Administrators may "reward" successful cooperators by cutting their budgets.

9. There were not enough institutional means or rewards, or too much self-interest and not enough negotiable benefit for libraries to collect marginal subjects for the sake of collective holdings.

10. Lack of faith or trust in the ability or willingness of other libraries to carry out their collecting responsibilities.

11. Lack of planning for contingency of participating libraries failing to honor commitments.

12. Distributed and coordinated collection development responsibilities proved too cumbersome and detailed to be cost-effective.

13. Systems set up during difficult financial times were abandoned during better times.

14. Delivery systems failed to get materials to users in a timely and efficient fashion.

15. Libraries did not possess adequate bibliographic access to the holdings of partner libraries.

16. Libraries lack simple and rapid electronic message communication systems for coordination in borrowing from cooperating libraries.

17. Libraries have lacked adequately rapid interlibrary delivery systems. Neither the U.S. Postal Service nor the United Parcel Service may be entirely adequate.

Recommendations

1. That a collection development policy be prepared by each university, participating Alaska community college, public and special library consisting of as many of the following elements as are appropriate for the library:

   a. The mission and goals of the library, both internal and institutional or external.
   b. Audiences and their roles (the purpose of the policy).
   c. Users.
   d. Identification of core collection vs. research or advanced study special collections.
   e. Research or special programs.
   f. Existing collection strength, future collecting intensity.
   g. By type, format, treatment.
   h. By language and area.
   i. Who is responsible for collecting.
   j. Where is material to be located?
   k. Coordination information.

Format of the policy and values for d, f-h and k should be standardized. It is recommended that the format and values adopted be consistent with those of ARL/RLG so that data will be comparable--a quality that will prove very important in the future, and also important because methodology and procedures are already developed. For the format and values used, consult the RLG Collection Development Manual, and the ALA Guidelines for Collection Development.

2. A statewide Library Resource Conspectus should be prepared from the data gathered in (1.) above. The term as used here means an overview or summary of existing collection strength and future collecting intensity, arranged by subject, class, or a combination of either, and containing standardized codes for languages of materials collected and for collection or collecting levels. Effectively, the term conspectus is used to define a consortium or network coordinated collection development policy.

3. The information in the Library Resource Conspectus should be used to develop a statewide Collection Development Program for a five- or ten-year period in order to optimize the financial and human resources of the State in developing its information and knowledge resources. The plan and its development should follow the guidelines set forth in the sections above which describe the Program, its preconditions, benefits, and potential problems.

4. To guide the development of the collection development plan and its supporting policies and conspectus, the presently existing statewide steering committee should be continued. It is recommended that there be additional representation from public libraries and the state library without greatly extending its membership. It should remain large enough to be representative, yet small enough to be able to get work done and to be able to meet a few times a year without its becoming too cumbersome logistically. At the same time, it is recommended that subcommittees be established for more detailed work on programs for the university libraries, community college libraries, and public libraries. An appropriate member of the steering committee should act as chair for each of the subcommittees reporting to the subcommittee members on steering committee activity, and carrying back reports and recommendations form the subcommittees to the steering committee. In this way it can be assured that there will be overall coordinated forward progress of the entire effort, while appropriate effort may be focused on the particular needs of each particular functional classification of library within the state.

5. When plans for the collection survey and Library Resource Conspectus are complete, a workshop or institute should be held. This might well be designed a mini-version of the collection management and development institutes currently being held in a number of portions of the country by the Resources and Technical Services Division. Focus can be on collection development and conspectus formation, but the

Institute could also instruct librarians in the best of current practice in other important functions of collection management and development such as collection evaluation or analysis, use and user studies, materials budget allocation, pruning and selecting materials for remote storage, materials selection techniques, and the finer points of coordinated or cooperative collection development. This would also provide an opportunity for librarians of the state involved in collection development and management to come together and form a useful working community, learn the most recent techniques of their specialty within the field of librarianship, and build still further on the fine pattern and tradition of cooperation which presently exists.

6. A program of program and collection analysis should be developed for libraries by the Steering Committee. This should involve developing uniform methodologies for:

   a. Use and user studies.
   b. Collection evaluations.
   c. Verification and overlap studies.

   Verification and overlap studies are intended to survey existing patterns for distribution of unique titles by subject, format, or language within the state, and to standardize the assignment of values for the Alaska Library Resource Conspectus.

7. The Steering Committee should recommend appropriate ways to tie in Alaska's cooperative collection development program with those of appropriate states in the "lower 48", so that Alaska will be able to participate in the programs of shared and distributed responsibility for research library collection building and sharing taking place through a number of consortia or networks in the Western part of the United States. Bibliographic access should be developed through whatever bibliographic utility will be used for the eventual online statewide catalogue, electronic interlibrary loan transmission may be provided through the same or a similar network, and rapid, reliable delivery systems should be devised for delivery of materials both in state and out of state. An agency such as the DHL Courier Service was suggested during discussion as a possible alternative to more traditional, slower methods.

8. A cooperative purchase program should be devised by the Steering Committee, the University of Alaska Libraries, and the Alaska State Library. Every year, important sets of books in microform, new science or technology indices, or other purchases costing over a thousand dollars are made available by the publishing market to Alaskan libraries. For these purchases, there should be established a central state-provided fund for shared purchase of a single, statewide copy of such large, sharable purchases. Similar programs have been successfully developed by the University of California and the Colorado Library Consortium.

9. Staff support should be provided to the collection management and development steering committee during the period of collection development plan and Conspectus development and publication. The U.C. Berkeley and Stanford University Libraries each acquired a part-time librarian for this purpose to help them prepare their collection development policy statements and cooperative effort. These librarians assisted the collection development directors in evaluating, surveying, distributing material, collecting results, helping with statistical or numerical calculations, drafting and issuing reports, and in the editing of the policies themselves. I recommend that one full-time librarian/administrative assistant at a junior rank be hired for a two-year period to provide staff support for the Steering Committee to help with the above recommendations. The amount of work generated by this activity will be considerable, beyond the capacity of the Steering Committee Chair and members to provide, unless they are given considerable release time.

Section Three:

Collection Development Policy Statement Format

A. Introduction.

1. Mission statement.
   May include that of parent institution as well as library. Include relevant long or short term goals.

2. Audiences.
   To what audience is the policy directed? What is the purpose of the policy statement?

3. User groups.
   Describe the library's users.

4. Brief overview of collections.

5. General statements, policies, summaries, scope notes which pertain to the collection as a whole.
   Include conservation/preservation, responsibility for selection, gift policy, etc.

6. Cooperation.
   A general statement concerning cooperative or resource sharing policies or agreements.

B. Program/Format Statements.

For each significant school, department, program, format collection.

1. Brief description of program (who needs what to do what?)

2. Who is responsible for collecting this area? Where is it located?

3. Special or distinguishing characteristics of this collection which makes its use clear.

4. Cooperative, coordinating information for this collection.

5. Conservation/preservation policy for this collection.

6. Overview by class: LC/Dewey
   Verbal descriptor
   ECS/ICI Language Code

Examples:			
	DG 1-700.3	History, Italy	2a/2bE
	780	Music	2b/3bF

This overview should be as complete as is necessary or helpful to describe the nature of the collection.

Describe actuality and practice rather than intention.

Section Four:

Conspectus Worksheet

The following sheets are examples of the conspectus worksheets - one for a library using Dewey Decimal System and one for a library using the Library of Congress system.

Most of the columns are self-explanatory. The column headed "Collection Levels and Language Coverage" gives two sub-columns for "Existing Collection Strength" (ECS) and "Future Collection Intensity" (FCI); these columns are for listing the strength of your collection in this subject area now and what you intend it to be in the future.

An example of a worksheet that has been filled out appears following the public library discussion group report in Section Nine.

In filling out conspectus worksheets, remember that the form is only to help the library staff examine the present collection and plan the map for the future. Don't try to make it "pretty" and "neat"; make comments that will help you remember thoughts you had when looking at the materials, like "have 15 v. encyclopedia", "update index", "need more original works", etc. The key is to make these sheets work for your library!

DEWEY ASSESSMENT WORKSHEETS

RELIGION

	Coll. Lvls.		
	ECS	FCI	
250 Local church & religious orders			
251 Preaching (Homiletics)			
252 Texts of sermons			
253 Secular clergymen & duties			
254 Parish government & administration			
255 Religious congregations & orders			
256			
257			
258			
259 Parochial activities			
260 Social & ecclesiastical theology			
261 Social theology			
262 Ecclesiology			
263 Times & places of religious observance			
264 Public worship			
265 Other rites, ceremonies, ordinances			
266 Missions			
267 Associations for religious work			
268 Religious training & instruction			
269 Spiritual renewal			
270 History & geography of church			
271 Religious congregations & orders			
272 Persecutions			
273 Doctrinal controversies & heresies			
274 Christian church in Europe			
275 Christian church in Asia			
276 Christian church in Africa			
277 Christian church in North America			
278 Christian church in South America			
279 Christian church in other areas			
280 Christian denominations & sects			
281 Primitive & Oriental churches			
282 Roman Catholic Church			
283 Anglican churches			
284 Protestants of Continental origin			
285 Presbyterian & related churches			
286 Baptist, Disciples, Adventist			
287 Methodist churches			
288 Unitarianism			
289 Other denominations & sects			
290 Other & comparative religions			
291 Comparative religion			
292 Classical (Greek & Roman) religion			
293 Germanic religion			
294 Religions of Indic origin			
295 Zoroastrianism			
296 Judaism			
297 Islam & religions derived from it			
298			
299 Other religions			

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RLG CONSPECTUS WORKSHEET

PHILOSOPHY AND RELIGION

INSTITUTION:

LC CLASS EQUIVALENTS	SUBJECT GROUP	COLLECTION LEVELS AND LANGUAGE COVERAGE		COMMENTS
		ECS	CCI	
BL900-915	27. Celtic religion and mythology			
BL930-935	28. Slavic religion and mythology			
BL1100-1270	29. Brahminism. Hinduism.			
BL1300-1365	30. Jainism			
BL1500-1590	31. Zoroastrianism			
BL1600-1710	32. Semitic religions (see no. 41 Judaism and no. 42 Islam)			
BL1830-1870	33. Confucianism			
BL1900-1940	34. Taoism			
BL2000-2035	35. South Asian Religions			
BL2130-2150	36. Southeast Asian Religions			
BL2222	37. Shinto			
BL2400-2490	38. African Religions			
BL2420-2460	Ancient Egyptian Religion			
BL2500-2592	39. American Religions			

Section Five:

Collection Intensity Indicators
(Adapted from RLG Collection Development Manual, 2d ed.)

0. Out of scope: The library does not collect in this area.

1a. Minimal, with uneven coverage: Unsystematic representation of subject.

1b. Minimal, but chosen well: Few selections made but basic authors, core works, and ideological balance are represented. Can support the most fundamental school, public, and academic library inquiries.

2a. Basic information level: A collection of up-to-date general materials that serve to introduce and define a subject and to indicate the varieties of information available elsewhere. It may include dictionaries, encyclopedias, historical surveys, bibliographies, and periodicals in the minimum number that will serve the purpose. A basic information collection can support school instruction and routine public inquiries, but is not sufficiently intensive to support higher-level academic courses or independent study or the wide-ranging recreational reading demands of a highly educated general public.

2b. Augmented information level: As above, except a few major periodicals, selected editions of important works, wider selection of reference materials.

3a. Basic study level: Includes the most important primary and secondary literature, a selection of basic representative journals/periodicals, and the fundamental reference and bibliographical tools pertaining to the subject. Adequate for curriculum support for basic undergraduate instruction. Adequate for independent study and for the lifelong learning needs of the general public, with coverage at all appropriate reading levels.

3b. Intermediate instructional level: As above, except a wider range of basic monographs, wider selection of the more important writers and secondary materials, stronger journal/periodical support. Collection adequate to support term paper writing.

3c. Advance instructional level: As above, except adequate for honors undergraduate or most graduate instruction or sustained independent study; adequate to maintain knowledge of a subject required for limited or general purposes, but not strong enough for original research in a subject. It includes complete collections of the works of the important authors, selections from the works of secondary writers, a selection of representative journals/periodicals, and all the reference tools and fundamental bibliographic apparatus pertaining to the subject.

4. Research level: A collection that includes the major published source materials required for dissertations and independent research, including materials containing research reporting, new findings, scientific experimental results, and other information useful to researchers. It is intended to include all important reference works and a wide selection of specialized monographs, as well as a very extensive collection of journals and major indexing and abstracting services in the field. Older material is retained for historical research.

5. Comprehensive level: A collection in which a library endeavors, so far as is reasonably possible, to include all significant works of recorded knowledge (publications, manuscripts, other forms), in all applicable languages, for a necessarily defined and limited field. This level of collecting intensity is one that maintains a "special collection"; the aim, if not the achievement, is exhaustiveness. Older material is retained for historical research.

REVISED: 6/10/84

Section Six:

Criteria for Assessing Collections

These criteria were developed by Paul H. Mosher and shared with the Alaska Cooperative Collection Development Steering Committee in January of 1983.

1. Chronological coverage: Are older and newer materials consistently represented? Should they be?

2. Language coverage: How extensive is appropriate or significant foreign language coverage of the subject in the collection?

3. Principal authors: Are the standard, chief, or more important authorities and authors included?

4. Principal works: Are the classic, standard, essential and important works in the collection?

5. Primary sources: Are critically edited original texts and documents included? How extensively?

6. Criticism/commentary/interpretation: How complete is secondary monographic or critical treatment?

7. Complete sets: Are sets and series well represented in the collection? Are they complete?

8. Periodical coverage: How extensive is periodical coverage of the subject? Are the chief titles included?

9. Number of volumes: Count of shelf-list, or approximation based on 10 vols per foot of shelf occupancy.

10. Circulation data: Circulation records may need to be checked to add to assessments of above. In addition, circulation or use data may be helpful in assigning future collection intensity levels at 1-3 collection intensity levels.

Section Seven:

RLG Language Codes

The following was taken from the RLG Collection Development Manual, 2d ed. (Stanford, California: The Research Libraries Group, 1981), 2.

The following language codes may be added to the numbers when the codes usefully qualify the values reported. Language codes should be omitted when they are superfluous. (For example, it goes without saying that a research-level collection in French history will be primarily French; the "Y" is understood and may be omitted.) Language codes should be applied consistently throughout the worksheet, line by line. The "Comments" section should not be used to indicate general language levels. The use of language codes for collections at level 3 or higher is encouraged so that potential assignments for primary collecting responsibilities can more easily be determined.

Language Coverage Codes

E - English language material predominates; little or no foreign language material in the collection.

F - Selected foreign language material included, in addition to the English language material.

W - Wide selection of foreign language material in all applicable languages.

Y - Material is primarily in one foreign language.

Section Eight:

The Alaska Conspectus: Pilot Draft

AK = Alaska State Library
AKA = Anchorage Municipal
AKAU = UAA
AKF = Fairbanks NSB
AKJ = Juneau Memorial
AKJU = UAJ
AKU = UAF
PALU = Mat-Su C.C.

Line Number	L.C. Number	L.C. Description	Lib.	ECS/ICI	Comments
HIS521.5	E	United States	AK	999/999	Broad topic survey replaced by line-by-line data which follows
			AKA	999/999	Broad topic survey replaced by line-by-line data which follows
			AKAU	999/999	Broad topic survey replaced by line-by-line data which follows
HIS522	E77-99	Indians of North America	AK	3BE/999	
			AKA	1BE/2BE	Strongest collection is in Native peoples of Alaska (2A).
			AKAU	3AE/3CE	1) CCI 3A 2) 3B for Pacific Northwest and Alaska
			AKJ	2AE/2AE	
			AKJU	2AE/3AE	*
			AKU	3CE/3CE	
			PALU	2AE/2BE	*
HIS523	E101-139	Discovery & Early Explorations	AK	2AE/	
			AKA	1BE/2BE	
			AKAU	2AE/3CE	1) CCI 2B 2) Majority of titles on exploration of northwest America & Arctic
			AKJ	2AE/2AE	
			AKJU	1AE/2BE	
			AKU	3AE/3CE	
			PALU	19E/19E	
HIS524	E151-867	United States	AK	3AE/	
			AKA	2AE/3AE	
			AKAU	3BE/3CE	CCI 3B
			AKJU	2AE/3AE	
			AKJU	2AE/2AE	This is AKJ not AKJU
			AKU	3CE/4XE	
			PALU	19E/19E	

Line Number	L.C. Number	L.C. Description	Lib.	ECS/ICI	Comments
HIS525	E160	United States-National Parks	AK	1AE/	
			AKA	1BE/2BE	
			AKAU	1BE/3BE	CCI 2B
			AKJ	1BE/2AE	
			AKJU	1AE/1BE	
			AKU	2AE/3AE	
			PALU	19E/19E	
HIS526	E184	United States-Ethnic Minorities	AK	2AE/	
			AKA	1BE/3AE	
			AKAU	3AE/3BE	1) CCI 3A 2) Primarily Northern Peoples.
			AKF	1AE/1BE	1) "Coming to America" series. 2) Survey of U.S. & Canadian hist. sections includes juvenile lit.
			AKJ	2AE/2AE	
			AKJU	1BE/2BE	
			AKU	3BE/3CE	
			PALU	19E/19E	
HIS527	E185	United States-Blacks in the U.S.	AK	2AE/	
			AKA	1BE/3AE	
			AKAU	3AE/3BE	CCI 3A
			AKF	2BE/2BE	22'
			AKJ	1BE/2AE	
			AKJU	2AE/2BE	
			AKU	3BE/3BE	
			PALU	19E/19E	
HIS528	E186-200	United States-Colonial History	AK	1AE/	
			AKA	1BE/3AE	
			AKAU	3AE/3BE	CCI 3B
			AKF	1AE/2BE	
			AKJ	2AE/2AE	
			AKJU	1AE/2BE	
			AKU	3BE/3CE	
			PALU	19E/19E	

Section Nine: Discussion Group Summaries

Public Library Discussion

(Barbara MacLean, David Zavortink, Carol McCabe
Discussion Leaders)

Forty-six librarians from public and consortium libraries of all sizes came together to question and discuss the collection development methodology presented by the steering committee. Carol McCabe of Juneau Memorial Library distributed a sample of the Dewey Assessment Worksheets which she developed for use in surveying her library. (See copy appended.) The worksheet allows for the review of separate collections by Dewey Decimal class. In order to assign collecting levels to a Dewey class, adult non-fiction books, reference books, juvenile books, periodicals and both circulating and reference Alaskana materials had to be surveyed at Juneau Memorial. Librarians performing a collection survey would need to consider their own special collections in developing a worksheet for assessment in their library. The importance of taking extensive notes during the survey for later use in weeding, binding, and selection of new materials was emphasized. The sample handout also illustrated how to use the 1000 sections ranging from 816 Letters 1A/2A to 812 Drama 2A/2A. A single set of existing collection strength/intended collection intensity indicators for all of American literature in English would not have provided the detail needed to guide future selection at Juneau Memorial. For another library with few materials and little emphasis in this area consideration of all of American literature in one set of indicators might be appropriate.

Discussion of the collection intensity indicators centered around their value to smaller libraries with no collections beyond the 1 range. The absolute value of the indicators was reiterated and as one participant emphasized, "A size 8 is a size 8." Discussion leaders reinforced the fact that the indicators are not a grade of the collection and that having a 3A collection when all that is needed is a 1B may indicate as severe a problem as having a 1B when a 3A is called for.

The participants agreed that the information gained about their collections from performing an in-depth survey would be most valuable. It was suggested and agreed that as a follow-up to the conference they would all proceed with that segment of their collection represented in the conspectus segment: American history. Follow-up teleconferences were requested to provide feedback as they began writing policies and doing surveys. A great deal of interest was expressed in the development of a conspectus segment for Alaskana as a top priority for future steering committee efforts.

The need for access to collection development and selection tools for use in their own libraries was strongly expressed. The group agreed to recommend that the cooperative purchase funds be expended on such materials to travel in a "suitcase collection" or be made available through the regional centers.

LITERATURE

DEWEY ASSESSMENT WORKSHEETS

	Coll. Lvls.		Adult Nonfic	Ref	Juv.	Periodicals	AK Ref	AK Circ	Comments
	ECS	ICI							
800 Literature (Belles-lettres) 801 Philosophy & theory 802 Miscellany about literature 803 Dictionaries & encyclopedias 804 805 Serial publications 806 Organizations 807 Study & teaching 808 Rhetoric & collections 809 History, description, critical appraisal	2A	2A	#300	#140	#45	#3		#4	Have series 20th c views (140 vols, lit crit) Have Harv. Classics Update Play Index
810 American literature in English 811 Poetry 812 Drama 813 Fiction 814 Essays 815 Speeches 816 Letters 817 Satire & humor 818 Miscellaneous writings 819	See Breakdown		#775	#5	#110	#2	#12	#28	Juv good on poetry — See also FICTION WORKSHEET —
820 English & Anglo-Saxon literatures 821 English poetry 822 English drama 823 English fiction 824 English essays 825 English speeches 826 English letters 827 English satire & humor 828 English miscellaneous writings 829 Anglo-Saxon (Old English)	See Breakdown		#285	#30	#50				Have CHEL, 15 vols. Juv good on poetry but needs more drama — See also FICTION WORKSHEET
830 Literatures of Germanic languages 831 German poetry 832 German drama 833 German fiction 834 German essays 835 German speeches 836 German letters 837 German satire & humor 838 German miscellaneous writings 839 Other Germanic literatures	1A	2A	#25						
840 Literatures of Romance languages 841 French poetry 842 French drama 843 French fiction 844 French essays 845 French speeches 846 French letters 847 French satire & humor 848 French miscellaneous writings 849 Provençal & Catalan	1A	2A	#70						Includes Eskimo tales — ck on re-classing

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AMERICAN LIT : 810–819

Dewey Class	Subject	Coll Lvls ECS	Coll Lvls ICI	Comments	Total here = #775 but See also FICTION WORKSHEET
810	American lit in English	2A	2A	#20	
811	Poetry	2A	2A	#200	
812	Drama	2A	2A	#225	
813	Fiction	2A	2A	#50	BUT see also Fic WORKSHEET
814	Essays	1B	2A	#25	
815	Speeches	1B	2A	#25	
816	Letters	1A	2A	# 5	—Others are in 813 – ck on this & possibly reclass
817	Satire & humor	2A	2A	#100	
818	Miscellaneous Writings	2A	2A	#125	

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ENGLISH LIT: 820-829

Dewey Class	Subject	Coll LVLS		Comments	Total here = #285 BUT see also FICTION WORKSHEET
		ECS	ICI		
820	English & Anglo Saxon Lit	2A	2A	#20	
821	English poetry	2A	2A	#90	
822	Drama	2A	2A	#65	
823	Fiction	2A	2A	#40	BUT see also FICTION WORKSHEET
824	Essays	1B	2A	#14	
825	Speeches	0	1B	0	
826	Letters	1A	1B	#5	
827	Satire & humor	2A	2A	#15	
828	Miscellaneous writings	2A	2A	#40	Some coll. of letters here — re-class?
829	Anglo-Saxon (Old English)	1A	1B	#1	Beowulf only

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FICTION (Adult and Juvenile)

Class	~~Subject~~ Genre/Type	Coll Lvls ECS	Coll Lvls ICI	Comments	Total FIC: #12,300 Adult + Juvenile
FIC	Adult novels, general	2A	2A	#4875	
	Adult mysteries	2A	2A	#1625	
	Adult science fiction	3A	2A	#1250	—Supplemented by paperback SF collection, uncataloged (#1000)
	Adult westerns	1B	2A	#350	
LG-TYPE	Large-type Fiction	1B	2A	#120 #8300 Adult	—Very new collection, will improve as titles become avail.
AK	Alaska fiction, ref use	1B	2A	#15	
	Alaska fiction, circ use	1B	2A	#65	
JFIC	Juvenile fiction	2A	2A	#3200	All Ref & Cir support are at main branch — Rethink this
JEASY	Picture books	2A	2A	#300 #4000 Juv	
JPRIM	Primary readers	3A	2A	#500	

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Academic and Special Librarians Discussion Session

(Cathie Innes-Taylor and
Leza Madsen, Discussion Leaders)

Discussion centered on specifics of collection development policy writing and collection analysis in academic and special libraries and why written policies are so important to the library program. Important considerations to remember about a written policy are the uses it has in budget request defense, cooperative and resource sharing programs.

Techniques of collection analysis were discussed, particularly as relevant to special libraries.

Examples of procedures utilized by those libraries which have completed their analysis were noted, as well as problems which developed because of the collection development indicators themselves and their applicability to special library collections.

One of the major points brought out in the discussion was the need to keep momentum, and complete both the policy and evaluation for each library in Alaska. We all need to know what everyone else has available as well as what particular focus each library has in order for us all to maximize the use of our limited resources. Together we are able to provide more of what is needed by our collective public, divided we can only provide a limited amount of what is needed.

School Librarians Discussion Session

(Jo Morse and
Sherry Taber, Discussion Leaders)

Discussion began about why school librarians should participate in collection development activities. Points raised were: the advantages of the detailed and systematic information gathered about the strengths and weaknesses of the building collection, this information can be related directly to the curriculum being offered, and materials purchased that will support instructional programs; and budgets can be better presented and justified with decision makers.

Concerns were voiced about how the collection intensity indicators might be applied to the school collections. It was expressed that it was important to know the reading level of collections. Others commented that the information on levels could be attached in the notes for inclusion in the conspectus. It was agreed that work by a small group to resolve the concern would be done before next school year.

Experiences of the assessment activity were shared by a school librarian. She emphasized how valuable it was to involve the other library personnel in the community. Each librarian gained knowledge of what was in the collection, what needed to be weeded, what areas needed new materials, and what would be available at either the public library or the community college library to supplement the school collection.

The group raised questions about how they could get training in the process of assessment. Suggestions ranged from regional workshops, production of a video tape, to a local group getting together and leaping in and helping each other learn.

Section Ten:

Resource Sharing and Collection Development In Alaska: Distributed Interdependence and the Future of Alaska

(Keynote address to the Annual Conference of the
Alaska Library Association, Sitka, March 5, 1984
by Paul H. Mosher, Stanford University)

What will Alaska be in the Twenty-First Century? Will it be a North American colony of the "lower 48", a kind of domestic "third-world" enclave on the border between the U.S. and the U.S.S.R., dominated by the federal government and major U.S., Canadian and Japanese industries, with her revenues siphoned off to industrial areas elsewhere? Will Alaska lose its brightest young people to superior educational institutions elsewhere so that the state will have to continue to draw its professionals from the "lower 48?"

Or will Alaska be successful in developing its own culture and character as a center of natural resources and appropriate industry, with a diverse economy based on its own vast resources and their conversion into marketable goods, with the state and its own industrial and commercial base possessing a substantial stake in the evolution of its own future?

Will Alaska develop its system of schools, colleges and universities to its potential excellence, thus providing the sound education and training within Alaska that can produce the enlightened and educated human resources necessary to support a self-sufficient, resourceful and prosperous state?

It is the development and accomplishment of these latter alternatives that is the issue before us. Without a substantial strengthening of the knowledge and information resources of the state, over the next twenty years--by a planned, systematic and collaborative program--the essential infrastructure to support these goals and objectives will not exist, and these goals and objectives will remain unattained.

Where will Alaska be in the year 2000? Where does it want to be, where do you want it to be? What must go on to get you there? The most difficult issue is often simply how to get from here to there. And the principal actors in helping to get there, at least in the first stages, are you, the stewards of the knowledge and information resources of the state--of the materials and resources that provide the keystone, the very stuff, for the program of growth, change, and development which Alaska is undergoing and must continue to undergo. The success of the future rests in the present, and a significant part of the present rests in your hands.

As librarians you are agents both of tradition and of social change; librarians have always had those roles, and they have always acted them--consciously or unconsciously. By gathering and making available the knowledge, wisdom and information of the past they--you--lay the foundation of the future. You, and your resources, constitute the "prime teachers"-- the teachers of teachers--the exercisers of great influence and power. While librarians are, in a way, the servants of the servants of society, supporting the governors, managers, teachers and workers, that fact hardly diminishes the significance of your work. Even the popes, as I recall, title themselves "the servants of the servants of God." The social function of service is a great and vital one.

Stewardship of the knowledge and information resources of the state constitutes our charge. We are the stewards, we bear accountability and responsibility for knowledge and information. Why do I insist on "knowledge" and not just "information?" Because "information" is the act of delivering, while "knowledge" is the object or substance delivered. The process is information; the content and the use are knowledge. As Dan Boorstin points out, one can be "informed", but one cannot be "knowledged"--one acquires knowledge through the information process. (Daniel J. Boorstin, "Gresham's Law: Knowledge or Informa-tion? Remarks at the White House Conference on Library and Information Services, Washington, November 19, 1979 (Washingtion, 1980), pp. 3-6.) And librarians both store the knowledge in all forms--books, media, electronics--, classify it, and provide for its effective access through the information process.

Where is Alaska along the road to the 21st century in terms of knowledge and information resources? It was to discover this vital piece of knowledge and to begin to do something about the results discovered that the Alaska Cooperative Collection Development Project was established through cooperation of the State of Alaska, the University of Alaska, and the State Library, in 1982. As a first step, a Project Steering Committee was established, chaired by Dennis Stephens of the University of Alaska, Fairbanks Library, and I was brought to Alaska for a week in August 1982, to help the Committee develop a statewide plan for cooperation in collection development.

During the week of August 15, I talked with nearly 50 librarians and library staff of the University of Alaska campuses at Fairbanks, Anchorage, and Juneau, plus a number of their research institutes centers and programs, Matanuska-Susitna, Ketchikan, and Sitka Community Colleges, Sheldon-Jackson College, the Alaska State Library in Juneau, the Fairbanks-North Star Borough Library, the Anchorage Municipal Libraries, and the Juneau Memorial Library. Here is what I found:

The State of Alaska is at a crossroads in terms of its library system development; a suggestion supported by a number of recently commissioned library studies, including my own. There is a new, but small, university system, about a dozen widely scattered community colleges partly dependent upon its resources. There are fine public library systems and a group of smaller public libraries and educational centers, and finally there is an excellent state library which has been taking significant steps in joining with other libraries of the state to develop systems that will be capable of dealing with demands for information and knowledge within an expanding system of higher education and growing industrial development, yet increasingly insecure financial times.

During my discussions and meetings with librarians in Alaska, I was greatly impressed with their sense of the need to develop a stewardship or cost-effective responsibility for developing the library resources of Alaska in all appropriate formats so as to provide researchers, businessmen, industrialists, students, and readers with knowledge and information at a cost that can be borne by the funding institutions of the state's libraries.

In order to achieve this end, it will be necessary for the libraries to forge a system of coordinated, distributed interdependence and cooperative collection development so that they may together focus the financial and human resources available on the development of shared resources and coordinated collection development within a relatively short period of time. This system should take into account the acquisition and distribution of both primary or core resources (essential to the central mission of each library), and those secondary or non-core resources which need not be frequently duplicated, and which provide--in the aggregate--the collective research and advanced study base for the state. If this is done, the state will develop the capacity to support research, study, and information distribution more rapidly at a much lower cost than in most of the "lower 48" states, where a history of lack of cooperation and coordination has resulted in the development of vast, infinitely redundant and gigantically expensive library collections.

In many areas of the United States, these hard truths have finally come to be recognized. Major efforts at coordination and cooperation in these areas are being made nationally by such organizations and consortia as the Association of Research Libraries and the Research Libraries Group, and such significant regional associations as the New York State Library and the State University of New York operating in cooperation, the Boston Library Consortium, the Libraries of the State of Colorado, the Libraries of the University of California and Stanford University, the Libraries of the State of Missouri, the Libraries of the State of Wisconsin, and others.

The Libraries of the State of Alaska are early in their recognition of this need and of the problems that beset the future of study and research and the provision of information in the State of Alaska. There is broad support among all types of libraries for the development of a system that would enable the development of library resources in Alaska to go much farther on fewer tax and institutional dollars than has hitherto been true in the "lower 48" states. I recommend that all of you here support this effort.

What is Collection Development?

Collection development is both a planning process, useful for all libraries, and a process of execution. It includes policy development and writing, and effective and timely selection of library materials to serve the missions and goals of their individual libraries. All of us already have collection development policies; most of us just haven't written them down. They are:

1. The Oral Tradition policy: Which exists only in the mind of the librarian.

2. The String of Pearls: Incoherent bits and chunks of policies recorded at various times, dealing with a variety of formats or services.

3. The Main Frame: Everything but the kitchen sink; about 50 pages long.

4. The Contract-Description: This is a coherent, thought-out document that records existing collection strength and collecting effort, by each significant subject and format. It also includes some sort of narrative statement to serve as a kind of contract with the principal user constituency about what the library will do in the way of developing, managing, and sharing collections.

What is Collection Management?

Collection management is the systematic, efficient and economic management and stewardship of library resources. It deals with functional programs which follow from community or school and library goals and objectives. Collection managers in libraries should act as sociologists of library behavior in their management effort. They should study and establish patterns of need for and use of library materials, and base collection development policy and activity on the results of their findings, prioritized within a frame of available resources. What is the nature of the community I serve? What are their recognized needs? Are there unrecognized needs I should provide for? Am I getting the right books for the right people? What about pruning the collection to keep it alive and vital--what criteria should I use, what should I keep and what should I discard, what should I store? What about the condition of materials: what kind of preservation program do I need?

What is Resource Sharing?

Resource sharing is bibliographic access and delivery of one library's materials to other libraries within the framework of an agreement, a consortium or a network. Ideally, within a resource sharing environment, the non-core or secondary materials of all partner libraries are regarded as extensions of each local library's collections, thus providing for all greater resources than can be available for any one. It is an attempt to optimize available resources and options for libraries and their users. It is the next, larger, incarnation of interlibrary loan, called distributed interdependence.

What is Cooperative or Coordinated Collection Development in a Resource Sharing Environment

Cooperative or distributed collection development is a part--the basis-- of resource sharing. It is cooperation, coordination or sharing in the development and management of library materials by two or more libraries forming a consortium or partnership. It is planned complimentarity, based on the common premise that two heads are better than one, and it recognizes the principle that each library requires a core collection of materials available locally to support its fundamental and primary mission and goals, but in addition requires backup collections of materials for study, research or purposes of specialization which will not be used as frequently as the core collection, and therefore may be shared with other libraries, thus enhancing the missions of all without damaging accessibility to materials by local users. In a multitype library network, such as exists in Alaska, and with a core of libraries with research components, rationalization, cooperation, and distribution in the development of non-core area library resources can greatly extend the capacity to develop useful collections locally and severally, especially to the benefit of users of library service and taxpayers or other funding agencies which support those libraries.

Why is a Program of Cooperative and Coordinated Collection Development Needed in Alaska?

For two reasons: first, Alaska is presently a knowledge and information starved state. There are few old books. There are virtually no books in foreign languages. There are few serials. The entire state has less than one-third of the books in the libraries at Stanford University alone. Second is the alarming increase in the cost of library materials. During the last ten years the average cost of library books increased nearly 120%, and the cost of periodicals nearly 250%. Since the funds available for library purchases in virtually every library and library system have increased at a much slower rate, the result has been that libraries acquire fewer books, fewer serials, and fewer media items at greater cost every year.

On the other hand, it may be said that Alaska has moved three or four generations earlier than the larger or more populous states of the "lower 48" to examine its situation with regard to information and knowledge resources, their development and management, and to begin a process of charting and rationalizing the development of the information resources of the state in a way that can put materials where they are most needed, minimize unwanted duplication, and provide for the development of strong functional core collections. Thus, over the years, Alaska has the opportunity to build stronger and more useful collections for much less money than would be possible using the random and uncoordinated developmental pattern of the more populous and heavily developed "lower 48" states.

In addition to the benefit of starting the process of cooperative planning, foreseeing, and providing earlier, the human environment in Alaska's libraries places much greater stock in mutual assistance and common benefit than in the individual attempts at "comprehensive" collection development or empire building that are more common to the south. In a way, I find it ridiculous to come to Alaska to tell you anything about cooperation: you invented it! This interest in cooperation and mutual assistance in developing a community of shared dependence of library collections and services among the libraries of Alaska represents a remarkable opportunity which, if properly utilized and encouraged, will have a significant effect on the education, research, intellectual and informational development of the State of Alaska.

Time and historical circumstance, the economic uncertainties of the decade ahead, and an existing library atmosphere of cooperation, support and genuine dedication to service, suggest that Alaska is better prepared than many more economically developed states for the generation of a sound, effective, functional cooperative statewide program of collection development and management.

We are chiefly bound by our own limits. Often we set our own limits in order to control our environment or our work life. The smaller and more self-sufficient the organism, the greater the control, but the greater the limits. A major issue for us is how to maintain control over our own working environment while contributing if we can to the community of secondary resources which can be shared, thus reducing the limits on our collective knowledge and information resources. We can together, through cooperation, create a much larger pool of collectively available materials which, through the development of systems of cooperative bibliographic access and document delivery, will become accessible to all Alaskans.

A key to cooperation in collection development and to resource sharing--as well as to a good deal else--is knowing what we are talking about. If we don't know what our resources are, how can we plan them, manage them or lend them?

Another vital issue is knowing what we are trying to do--planning together where we are trying to get, what we must do locally and what may be distributed among a partnership of libraries--and remembering it, over time. The tools the Steering Committee of the Alaska Cooperative Collection Development Program has devised to help us know what we're talking about and what we're trying to do are two:

1. The Alaska Conspectus.
2. The Library Collection Development Policy.

The Alaska Conspectus is intended to be a map, a survey and an inventory, of the present state of Alaska's knowledge and information resources, and a survey of the commitments of the state's libraries to collect for the future. The structure is essentially that adopted for the National Collections Inventory Project undertaken by the Association of Research Libraries, and the Alaska Conspectus can thus serve not only as a planning and information document for resource sharing and cooperation within the state, but also can link Alaska with the enormous library resources of the major libraries in the Pacific Northwest and elsewhere in the "lower 48."

A Collection Development Policy is a planning and execution tool for library collections. It is a contract between a library and its users resulting from a study of the user community, existing collections and future needs. It seeks to translate the mission of the library and readers' needs into plans and acquisitions. A collection development policy consists of two parts:

A. A statement of the library's policy and program.
B. Program and format statements (a library's local conspectus).

Well, what, you may ask, will this do for me at Dillingham Public Library? First, your knowledge of and access to the universe of library materials available for loan will become vastly better and clearer. Better access to books available elsewhere will allow readers and students to have better access to the world of information and knowledge. Second, almost every library I've visited, whatever the size, has possessed collections or pockets of material that other libraries don't have and are often unaware of. To share resources, you have to have something to share, and what there is becomes much clearer through the process. Third, the rationalization of the collective collection of the state creates a new information base of great value for higher education, business and industry. And, finally, knowledge of what others have and are doing gives you potent new options in the way you spend your own library materials budget. You can know better not only what others have and are doing, but also what you don't need to do, and what you can trade off for materials or services you may need more of.

Resources sharing and cooperative collection development are a supplement to not a substitute for local collections adequate to sustain the fundamental goals of the library. Resource sharing and cooperative collection development (two aspects of the same program), may be usefully pictured as a target with concentric circles, representing layers or levels of interdependence. The core, or bullseye, represents your own library, the next outer ring contains other local or regional library collections. The next ring includes other Alaska libraries including UA libraries in Anchorage, Fairbanks, and Juneau, and the outermost ring contains out-of-state libraries. Efforts of the Alaska Statewide Cooperative Collection Development Program as outlined by the work of its Steering Committee and the Collection Management and Development Institute held at the University of Alaska, Anchorage Library in May 1983, promise to establish a sound and realistic framework for resource sharing activities through compilation and dissemination in machine-readable format of an inventory of Alaska library collections and collecting policies in uniform and comparable format in order to guide cooperative and local collection development, resource sharing, and other activities. The Alaska conspectus is arranged by location and subject classification to facilitate this process, and results from local and cooperative efforts at comparable collection assessment.

The next steps in the program will be the implementation of a Statewide Automated Circulation System, which is well along in design under supervision of the University of Alaska, Fairbanks Library, design and implementation of a union catalog for the University of Alaska, and of telefacsimile transmission, a physical delivery system, and electronic mail for delivery of loan or facsimile requests. These capacities, when completed, will provide an advanced system for support of advanced study and research activity which cannot be supported by local collections. All libraries should, as appropriate, support development and implementation of this statewide resource sharing program and its components as an offset to the serious underdevelopment of the state's library resources: the program will allow optimization of the state's limited library resources, while minimizing costly and unnecessary duplication of acquisition over the generations ahead.

There is nothing really new about cooperation, resource sharing or cooperative collection development. Just the other day I was reading the collected writings of an early, great president of the American Library Association, Ernest Cushing Richardson, and lo and behold there were several of the principles expressed above in his inaugural address as president, given at the ALA Annual Conference held at Portland, Oregon, in the ripe year of 1905. Richardson's own great efforts helped to spearhead the development of the National Union Catalog over the decades that followed. I wonder what the fruit of your trend-setting work here in Alaska will be eighty years hence?

All of this is inherently exciting. Collection Development is for everyone. Everyone can do it, and everyone, in one way or another, already does it. The point is to do it better, and do it cooperatively. We cooperate because it increases our options, stretches our budgets, and gives us more choices in our efforts to provide the best library service we can. In this way, the library resources of each library become the resources of all Alaskans. The strength of your commonalities, the strength of your communities are Alaska's strength.

The world we are describing calls for new and challenging roles for librarians: as managers, change-agents and entrepreneurs in the world of knowledge and information management. It is impressive to have observed how rapidly, naturally and effectively the librarians of Alaska have responded to these new needs and fulfilled these new roles. My message to you: keep up the good work!

Section Eleven:

Collection Development: A Selective Bibliography
(Leza Madsen, Collection Development Steering Committee)

The books and articles listed here will provide an introduction to the principles and practices of collection development. As the title indicates, it is a selective list, these are the materials the Steering Committee has found most valuable. All items are available through interlibrary loan or purchase. For additional information, contact a Steering Committee member.

Books

Bonk, Wallace John and Rose Mary Magrill. Building Library Collections, 5th ed., Scarecrow Press, Metuchen, N.J., 1979.

Indispensible introduction to the subject. Discusses objectives, principles, problems, and procedures of book selection and acquisitions by type of library. Good list of selection tools. A standard text in library science courses on the subject.

Broadus, Robert N. Selecting Materials for Libraries, H. W. Wilson Company, New York, 1981.

Covers selection of materials by type--books, periodicals, non-print, documents--and selection by subject field. This book or Bonk's or Katz's will serve as a useful introduction to building collections.

Dewey Decimal Classification and Relative Index. Edition 19, 3 vols., Forest Press, Albany, New York, 1979.

Futas, Elizabeth, editor. Library Acquisitions Policies and Procedures, Oryx Press, Phoenix, Arizona, 1984.

A collection of real working policies from public and academic libraries. An invaluable tool for creating your own collection development policy. Contains Library Bill of Rights, Freedom to Read Statement, Intellectual Freedom Statement, and more. Useful for all libraries. Highly recommended for purchase.

Gardner, Richard K. Library Collections: Their Origin, Selection, and Development, New York, McGraw-Hill, 1982.

Addresses a broad spectrum of collection development topics. Includes special section on collection development policies and practices, as well as evaluation techniques. Appendix includes Intellectual Freedom Statement, collection development policies, and selection guidelines from ALA. Gardner received the 1982 Blackwell North America Scholarship Award for this volume.

Katz, William. Collection Development: The Selection of Materials for Libraries, Holt, Rinehart and Winston, New York, New York, 1980.

A good "how-to" book. A basic introduction to the subject for all types of libraries. Discusses philosophy of development, selection, collection analysis, and selection aids. Chapters on book wholesalers, periodicals, and non-print materials are excellent. A popular text in many library school courses.

LC Classification Outline. Fourth edition, Library of Congress, Washington, D.C., 1978. (Free. Order from Card Division, Library of Congress, Building 159, Navy Yard Annex, Washington, D.C. 20541.)

Brief pamphlet outlining LC classification. Can be used in LC library to assess collection in conjunction with RLG worksheets.

Perkins, David L., ed. Guidelines for Collection Development, American Library Association, Chicago, Illinois, 1979.

How to create a selection policy, evaluate a collection; describes process of identifying collection strengths and budgeting process. Includes information on developing cooperative services within an area or region. -- "One of the best." B. MacLean, Loussac Library.

RLG Collection Development Manual. Second edition, The Research Libraries Group, Inc., Stanford, California, 1981.

Contains conspectus worksheets, intensity indicators, and explanation of cooperative collection management and development program. Most useful to large LC libraries.

Stueart, Robert D. and George B. Miller. Collection Development in Libraries: A Treatise, JAI Press, Inc., Greenwich, Connecticut, 1980.

Collection of articles by various authors. Of particular interest here see article by Shelia Dowd, "The Formulation of a Collection Development Policy Statement," pp. 67-87, and Paul Mosher's "Collection Evaluation or Analysis: Matching Library Acquisitions to Library Needs," pp. 527-545.

Ulrich's International Periodicals Directory. Bowker, latest edition.

Lists periodicals of all kinds by subject area. -- "Useful in assigning Dewey class numbers to periodicals received for assessment purposes." Carol McCabe, Juneau Public Library.

Articles and Papers

Gwinn, Nancy E. and Paul H. Mosher. "Coordinating Collection Development: The RLG Conspectus." College and Research Libraries, pp. 128-140 (March 1983).

A good overview of the evolution of the RLG Conspectus as a means of describing existing research collections.

Lessard, Victoria and Jack Hall. "Vocational Technical Collection Building, Does it Exist?" Collection Building, pp. 6-18, vol. 4, no. 2 (1982).

Discussion of selection aids for vocational-technical materials and their usefulness. Bibliography useful to anyone interested in acquiring vocational-technical materials. -- "Extremely valuable." Leza Madsen, Matanuska-Susitna Community College Library.

Library Service for All Alaskans. Public Administration Service, Chicago, Illinois, 1969.

The Alaska State Plan for library service.

Mosher, Paul H. "Collection Development to Collection Management: Toward Stewardship of Library Resources." Collection Management, vol. 4, no. 4 (Winter, 1982).

Evolution of collection management is described as optimization of library resources by librarians faced with the paradox of increasing expectations and declining resources.

Mosher, Paul H. "A Plan for Cooperative Collection Development Among Alaska Libraries" (unpublished report, September 1982). [Ed. Note: Included in this chapter on Collection Development].

An outline of the plan and prescription for cooperative collection development in Alaska libraries. Every librarian interested in collection development/interlibrary cooperation should read this.

Nicholson, Mary, Dennis Stephens, and Leza Madsen, Cooperative Collection Development in Alaska: The Art of the State" (unpublished paper, September, 1983).

Describes the work of the Steering Committee of the Alaska Statewide Cooperative Collection Development Project, survey methodology, progress, and future plans.

Osburn, C.B. "Planning for a University Library Policy on Collection Development." International Library Review, pp. 209-224, vol. 9 (1977).

Describes function and purpose of a good policy. Includes a useful work plan for stage-by-stage drafting of such a document.

Planning for the Development of Cooperative Library Services in the Pacific Northwest. Final Report to the Pacific Northwest Library Association, August 24-26, 1983, Sun Valley, Idaho. Prepared by the Joint Planning Team, an Ad-Hoc Committee of PNLA Planning. Chaired by Maryan E. Reynolds. (Unpublished paper, June 6, 1983). (May be obtained from state PNLA representatives.)

Results of 1982 PNLA study of the need for a Pacific Northwest library network for cooperative library service development. Prioritizes needs and recommends action concerning library cooperation in Pacific Northwest. -- "Well worth reading." Robert H. Geiman, Alaska member of the team.

Section Twelve:

A Bibliography of Selection Tools

(Mary Nicolson, Collection Development Steering Committee)

This bibliography includes some of the more common selection tools used by libraries. Reviews of these titles can be found in Katz's Magazines for Libraries or Wynar's Recommended Reference Books for Small and Medium-sized Libraries and Media Centers. Other sources which are often consulted when selecting materials for purchase are professional journals, publishers' catalogs, and specialized bibliographies prepared by other libraries, associations, etc.

The titles included here are all currently in-print and should be generally available. Contact your Regional Library Coordinator, the State Library, or any member of the Steering Committee if you need more information about which selection sources might be best for you to use in your library. They can also help provide more complete ordering information. Prices included here reflect 1983 prices.

KEY

P = Public
S = School
A = Academic

All lists will have some overlaps. When a source is specifically intended to assist in book selection for a particular type of library, an identifier (see key) will be included after the citation.

BOOKS

A to Zoo: Subject Access to Children's Picture Books. by Carolyn W. Lima. Bowker. 1982. $29.95 P, S

American Reference Books Annual (ARBA) Ed. by Bohdan S. Wynar. Libraries Unlimited. Annual. $47.50. P, S, A

Babies Need Books. by Dorothy Butler. Atheneum. 1982. $10.95. P

Best Books for Children. 2nd ed. Ed. by John T. Gillespie and Christine B. Gilbert. Bowker. 1981. $29.95. P, S

The Best of Children's Books, 1964-1978. Library of Congress (distributed by USGPO) 1980. $3.75 P, S

Books and the Teenage Reader. 2nd rev. ed. Ed. by G. Robert Carlson. Harper and Row. 1980. $13.50. P, S

Books for College Libraries. 6 vols. 2nd ed. Association of College and Research Libraries, American Library Association. ALA. 1975. $80.00/set A

Books for Secondary School Libraries. 6th ed. National Association of Independent Schools. 1981. $29.95	S
Books for Today's Children: an Annotated Bibliography of Non-stereotype Picture Books. by Jeanne Bracken. Feminist Press, 1979. $3.95.	P, S
Books on American Indians and Eskimos: a Selection Guide for Children and Young Adults. Ed. by Mary Jo Lass-Woodfin. ALA. 1977. $25.00.	P, S
Children and Books. 6th ed. by Zena Sutherland. Scott, Foresman. 1981. $24.50.	P, S
Children's Catalog. 14th ed. H.W. Wilson. 1981 and supplements. $54.00.	P, S
Core Media Collection for Elementary Schools. 2nd ed. Bowker. 1978. $18.95.	S
Core Media Collection for Secondary Schools. 2nd ed. Ed. by Lucy Gregor Brown. Bowker. 1979. $18.95	S
Educational Film Locator. 2nd ed. Bowker. 1980. $50.00.	P, S, A
Elementary School Library Collection. 14th ed. Brodart. 1984. $69.95.	S
Fiction Catalog. 10th ed. H.W. Wilson. 1980. $70.00	P, S, A
Gateways to Readable Books, 5th ed. Ed. by Dorothy Withrow. H.W. Wilson. 1975. $14.00	P, S
Guide to Reference Books for School Media Centers Ed. by Christine L. Wynar. Libraries Unlimited. 1981. $28.50	S
Guide to Reference Books, 9th ed. Ed. by Eugene P. Sheehy. ALA. 1976. $40.00 1st Suppl. 1980. $15.00 2nd Suppl. 1982. $15.00	P, S, A
Guides to Educational Media. 4th ed. Ed. by Margaret I. Rufsvold. ALA. 1977. $6.00	P, S, A
High Interest-Easy Reading for Junior and Senior High School Students. Rev. ed. National Council of Teachers of English. 1975. $3.85.	S
Junior High School Library Catalog. 4th ed. H.W. Wilson. 1980 and supplements. $62.00.	S

Let's Read Together: Books for Family Enjoyment 4th ed. ALA. 1981. $5.00.	P, S
Magazines for Libraries. 4th ed. Ed. by Bill Katz. Bowker. 1982. $75.00	P, S, A
NICEM Indexes. (14 vols. covering all types of media). National Information Center for Educational Media. $30-60/vol.	P, S, A
Notable Children's Books 1940-1970 ALA. 1977. $4.00 1971-1975 ALA. 1981. $4.00	P, S
Public Library Catalog. 8th ed. H.W. Wilson. 1984. $120.00	P
The Read-Aloud Handbook. by Jim Trelease. Penguin. 1982. paper $5.95	P, S
The Readers Advisor: A Layman's Guide to Literature. 3 vols. Bowker. 1974-77. $120/set	P, S, A
Recommended Reference Books for Small and Medium-sized Libraries and Media Centers. Ed. by Bohdan S. Wynar. Libraries Unlimited. 1983. $23.50	P, S, A
Recommended Reference Books in Paperback. by Mary DeVeny. Libraries Unlimited, 1981. $22.50	P, S, A
Reference Books for Children Ed. by Carolyn Sue Peterson. Scarecrow 1981. $13.50	P, S
Reference Work in the Public Library By Rolland Stevens. Libraries Unlimited. 1983. $28.50	P
Senior High School Library Catalog H.W. Wilson. 1982. $70.00	S
Subject Guide to Books in Print. 1983-84. 4 vols. Bowker. 1983. $110.00	P, S, A
Publishers' catalogs/brochures	P, S, A

PERIODICALS

Booklist (ALA). $40/year	P, S, A
Bulletin of the Center for Children's Books (University of Chicago Press). $14/year.	P, S
Choice (Choice, Middleton, CT). $60/year	P, A
Curriculum Review (Curriculum Advisory Service). $35/year.	S
Horn Book Magazine (Horn Book, Boston, MA). $21/year	P, S
Instructional Innovator (AECT--Association for Educational Communication and Technology). $18/year.	S
Interracial Books for Children Bulletin (Council on Interracial Books for Children, NY). $15/year	P, S
Kirkus Reviews (Kirkus Reviews, NY). from $45 - $170+/year	P, S, A
Landers Film Reviews (Landers Assoc.) $45/yr.	P, S, A
Library Journal (Bowker). $38/year	P, S, A
Media and Methods (American Society of Educators). $19/year	P, S
New York Times Book Review (New York Times). $18/year	P, S, A
Publisher's Weekly (Bowker). $51/year.	P, S, A
Reference and Subscription Books Reviews Annual. (ALA) $20.00	P, S, A
School Library Journal (Bowker) $32/yr	S
Science Books and Films (AAAS) $17.50/yr	P, S, A
School Media Quarterly (ALA) $15/yr	S
School Library Journal (Bowker) $32/yr	S
Teacher (Marion, OH) $16.50/yr	S
Top of the News (ALA) $15/yr	P, S
Vertical File Index (H.W. Wilson) $22/yr	P, S
Wilson Library Bulletin (H.W. Wilson) $17/yr	P, S, A

Section Thirteen:

Roster of Statewide Collection Development Steering Committee

(Address given in capital letters below mailing address is electronic mail message address. "CLASS: XXX" indicates the person receives electronic mail via the CLASS system; letters standing alone indicate an address on University of Alaska Computer Network).

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Some Additional Alaskan Librarians Involved with Collection Development

A roster of some of the Alaskan librarians who have done analyses of their collections, and who would be glad to share information about the experience. (This list is in addition to the steering committee members.)

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CHAPTER TWO

AUTOMATION IN ALASKAN LIBRARIES

Introduction:

The first section addresses the question of what is automation and what it will or won't do for libraries. Comments are offered by practicing librarians of cautions and the decision process.

Section two gives very useful information on how to prepare for automation. These steps should be implemented even if it will be some time before the leap to automation.

Section three gives detail about automated systems as follows: WLN, OCLC, or a stand-alone system.

Section four gives an overview of the participation of the first school district to join the WLN.

The last section gives information on the various automated circulation systems that either have been operating or are currently being implemented around the state.

Section One:

What is Automation?
What will it do for us?
What won't it do for us?

Dick Engen, Alaska State Librarian, offered the following thoughts on automation during an ALN sponsored teleconference in February 1984.

"Automation and technology are the means to an end - they are not what we are trying to do - but the means by which we can provide more information, more services, more books, maps, periodicals, and films, to those people who come into our libraries and need them. Technology...automation...is what will help us do that better. It is important that we keep that in mind, because it is easy to get carried away with the wonders of automation. The most important function that comes with automation is the need to figure out how to provide better service to your particular clientele.

The State Library has been involved with automation for quite some time. The WLN experience is probably our heaviest involvement. WLN is a bibliographic utility which has two and a half million bibliographic records sitting in storage banks - that's a lot more than even our best catalogers can carry in their heads. With WLN, the intellectual work (the work of providing the bibliographic entry so that we can get to the material) is shared. An item is cataloged only once but each member library can use that information to serve the person standing on the other side of the desk or on the other end of the telephone receiver. That is what is important about automation.

We use automation to search data bases such as Lockheed and ERIC to get information on various types of reports and other materials. To look up a particular subject in a manual way you use your eyes. You can look up only one subject at a time so you write down the thirteen entries that you find. If you want to limit that subject by time, for instance, you search again and narrow the items to eight. If you are only interested in articles dealing with northern regions, you search once more. You now have three items on the subject you wanted. Imagine the amount of time it takes - going back and forth from page to page in a book catalog. The computer can do the same search at unbelievable speed. It can take all the subjects you want to put in, or a limited number, and it will give you the end product of that very long manual search very quickly. It has done all the plodding required in so much of the service provided by libraries - and it does it incredibly fast, and incredibly accurately. It makes very few mistakes. Even very small libraries are going to discover things the computer will allow us to do very easily.

It saves staff time - it doesn't save money. The biggest benefit is the better quality of service to the people using libraries. We don't have libraries to save money; we have libraries because people have a need for information and people have needs for material to explore other worlds they'd never see except through the printed work. That is what libraries are.

We can use automation to help us do that particular job better. Only through automation could we have a state wide union catalog, the ALNCAT. The new edition, on COM fiche, has almost 800,000 holdings listed. Everyone in Alaska can identify and borrow these items directly. Since the call number is included as part of the information, the lending library can pull the material directly from the shelf, another savings in time.

The thing I'd like to emphasize is, that Alaska, in terms of going with WLN, has taken what we consider the biggest bite. This bite is the decision to use the MARC entry - the basic core of information needed for bibliographic records - it is the fullest entry that we can have and the most accurate. (WLN is noted for being the best quality controlled data base.) This being the case, we can take smaller subsets off that basic data in any way we want. In a particular library, if we want a short title catalog, we can have it. But if we had entered the short title first, for us to get to the full data base entry, we would have to rekey the information. By building into a base of the most complete information available, we can then take parts of it out for a particular use. You can take smaller parts out of the large very easily - but it's not possible to take more out than what you've put in. [Ed. note: for more information on the importance of using full MARC format, see the section entitled "How to Prepare to Automate" in this publication.]

Several years ago, Hank Epstein did an Automation in Alaska Libraries study for us. It was sent out to all Alaska libraries. In the study, one of the recommendations was - to automate your library you must first put the Library of Congress catalog number of each of your holdings on your shelf list. That is a tremendous start. The report also discusses video text, networking, union catalogs, patron access catalogs, circulation systems, medium booking systems, and first steps to take for each of these. If you haven't looked at the Epstein study, (some of it is not applicable, some of it is fairly complex, some of it is fairly simple), I urge you to take a look at it; it will help." (Epstein, Hank. Recommendations for Resource Sharing Using Automation for Alaska Libraries: the Statewide Use of Film Booking, Circulation, Interlibrary Loan, Satellites, and Videotex for Library Resource Sharing. Madison, Wisc. Information Transform, 1982.)

Nancy Lesh, Chairperson of the Alaska WLN Users Group notes also:

"Remember that automation is not necessarily for every library right now. It depends on individual situations and how you are serving your patrons. It might be wisest in your situation not to bring in the machines for a few years. But the first step we can ALL take is that very basic one: Getting the LC rid number on each shelf list card."

Remember also that automation steps build on each other. First the shelf list with rids, then getting the records into machine readable form, and joining a network, then perhaps a COM catalog and/or an automated circulation system, and finally an on-line catalog. It doesn't all have to be done in a day.

It seems important too, to be clear on our terminology when we talk about computers and automating with them. There are basically three sizes of computers: microcomputers, mini-computers, and main frames. Each has its uses; they are not interchangeable. Carefully consider the use your library wants to make of a "computer" and then examine what each kind can do before you make a decision."

In an article on the University of Alaska Computer Network, published in Sourdough (Vol. 16, no. 6, Dec. 1979), Tom Hassler, now on the staff of Rasmuson Library, suggested the following considerations should be kept in mind when contemplating new computer systems:

1. Only utilize computer services when a cost/benefit study indicates the advisability of doing so.
2. No computer system can, on its own, solve basic management problems.
3. Be extremely sensitive to the social implications of installing "inanimate" computers in your organization. Sometimes the "medium" is indeed the "message".
4. Recognize that while computers are very powerful aids to problem solving, problem formulation is inherently a task for human beings.
5. Having good computer professionals is as important to the development of your computer systems as your professional catalogers are to creating and maintaining an accurate and useful card catalog.
6. You get what you pay for. Sadly, most computer sales persons are no more noble than any other peddlers--"Caveat emptor!" is still with us. Therefore, seek professional advice before you purchase anything.
7. Decide what it is you need to do--frame your operational procedures as precisely as possible. All of the above will usually follow once you know what it is you want to do. Remember, an efficacious, manual system (even one which is awkward, cumbersome, or slow) is always preferable to an ineffective, computerized one (even if it is sophisticated, powerful, and fast).

Why Some Alaskan Libraries Decided to Automate

UAA Library:

1. Manual applications of work processes (like filing cards, processing card sets, original cataloging, modifying card sets when the Library of Congress changed subject headings, authority control of headings in the catalog, circulation control) had become too time consuming and labor intensive; automation could simplify this for us. We needed to get our collection in machine readable form so we could get a COM catalog and be ready for an automated circulation system and an online catalog.
2. Access to shared cataloging, by Library of Congress and WLN participants.

3 Knowledge of location of holdings in the WLN data base for ILL. Joining WLN gave us access to a union catalog of the holdings of the collections in almost 200 libraries in the network.

4. Advantages of on-line searching, - faster searching of the catalog, and "short-cut" searching techniques such as key word access for titles and subjects, and brief forms of authors names.

Kenai Community Library:

Librarian Emily DeForest reports: "We decided to automate because we needed cataloging help; we needed to know where interlibrary loan locations were since we borrow lots of books...We couldn't put 400 books a month on the shelves with three paid persons, without the assistance of WLN. We also are getting a circulation system and our materials will be ready to go."

Kettleson Memorial Library in Sitka:

Tracy Allen, Librarian, says: "At a workshop last year (1983) in Juneau, Jennie Riggen of the State Library presented considerable detailed information about the WLN network. It was at that time I fully realized the potential for a small library to join. Up until then, I'd been thinking that this was more for larger facilities.

Then, before I could present the proposal to our board or to our administrator, I had to be convinced that this would be the correct decision for Sitka. The annual AkLA conference was approaching and I talked with a number of people at the conference who were involved in WLN and they spent much time sharing their experiences and the benefits and the possible downfalls that might come with participation. Then I went back and looked at what the cost would be and it seemed at first glance quite a bit of money. I analyzed what services were being provided by the public library and how these might be improved by participation in WLN. The State Library, for several years, has been looking into a state wide, or possibly a regional automated circulation system. In inputting our collection to the WLN data base, the first phase of our automated circulation function would be complete. Our collection would be in a machine readable form so that we could use it when we were ready to begin our automated circulation system.

I knew from various times and motion studies that I had done earlier at the library the number of hours that were being spent on these daily and weekly routines. I knew also that our usage was increasing each year (now up 20%), and just to keep up with some of these routines, it eventually would require some more staff. I hoped that by automating we would be able to keep these increases at a minimum and continue to provide quality library service to our citizens here in the community. My board and administrator asked what the costs were and I had to be able to justify this myself, so I did a lot of comparison in terms of dollars and cents and in terms of quality and service. The second area I really looked at was the technical services. This meant that our books would not be cataloged locally, but by entering a code into the computer our catalog cards and products would be generated from the data base, and the catalog maintenance and authority control would be maintained by the network. This would save time locally. Again, using time and motion studies for our technical services, the conclusion was reached that it would be cost effective to join WLN.

A third major area would be the direct on-line access to the holdings of other libraries which help with ILL. We entered about 150 new titles in December. One of the new books we entered was requested immediately from Valdez for ILL. So it was nice. We'd had few outgoing request previously. We also do bibliographies. I'd just spent quite a bit of time doing one for an agency in town. It would have been very helpful if our collection had been in the data base and we could have done this via the terminal, having the information printed out. It would have saved a great deal of time and the bibliography would have been ready much quicker. Our goal is to provide quality service to our community. To be automated within five years, and to have it done in a cost effective way."

Section Two:

How to Prepare for Automation

(Sharon West, Head, Information Access Services
Rasmuson Library, University of Alaska, Fairbanks)

Understanding about and preparing for automation involves learning about the possibilities, visiting places (especially libraries, and especially Alaskan libraries) where automation is taking place, talking to fellow librarians, participating in Alaska Library Network teleconferences on the subject, visiting with Alaska WLN members and state library staff, attending Alaska Library Association annual conferences and chapter meetings, and reading the periodicals that deal with the topic. These things are helpful for all of us, and increase our backgrounds and levels of understanding. Remember, we all started into this with little or no prior experience, and we are all learning together; some of us have just been at it a little longer than others.

Why it is Important to get your Library's Catalog Records in Machine Readable Form in the Complete "MARC" Format

"MARC" format is a type of record standardization developed by the Library of Congress and containing all the parts of a catalog entry in a format that is compatible with and has been agreed upon by U.S. libraries nationwide.

Having your library's catalog records in "MARC" format means that you have the full information there; you can then draw from that full information smaller parts to fit various needs such as records in circulation systems, COM catalogs, etc. You can take a tape of your "MARC" format records and load them into any number of other library systems and have them compatible with the other records there.

Standardization - The records will match with all other library records and will not have to be redone and input again in some other format when you want to do something different.

Having an Alaskan library's holdings input into WLN in "MARC" format means that a tape of the library's holdings can be pulled off and put into a local stand-alone system, in a regional circulation system, and into the total statewide union catalog of the holdings in Alaska.

Often its Asked if Stand-alone Systems are Compatible with "MARC" Format

The answer is usually no. In choosing a stand-alone system, a library should be sure that the computer takes full "MARC" record format. Some do not and require entering the record in a short form.

This short form would not be in the standardized format, and therefore, not transferrable to the statewide union catalog, or perhaps a regional circulation system. Dick Engen, Alaska State Librarian, notes:

> "It is very important, if possible, not to make the decisions (for systems) too soon, in the sense that options have been considered so that we don't have libraries that in effect, cannot share in the statewide catalog because the system they are using does not have a commonality."

To Begin

In your library, the first and most important thing you must do to prepare for automation is to have an accurate shelf-list. The shelf-list card must accurately reflect the library's holdings in the following ways:

1. Are the holdings of the library listed on the shelf-list card (number of copies of that title owned, volumes, etc)? This information is not needed by WLN but is mandatory for automated circulation systems.

2. Are the holdings accurate? How long has it been since you did an inventory of the collection? Do you maintain withdrawn and missing notes on the shelf-list card when you know the item is gone permanently, or is missing?

3. Does the descriptive part of the cataloging entry accurately reflect the holdings you link to it? For example, if the card describes and says the 3rd edition, published in 1974, be sure you haven't also added to the holdings on that card the 4th edition published in 1980. Each shelf-list represents a unique item that should describe only one edition, etc. In the data base, each holding will relate to a separate catalog record in the data base and so should your shelf-list.

4. a. If you buy your catalog cards from the Library of Congress, the LC "rid" (record identification number) or also known as the Library of Congress card order number, will be printed on the card in the lower right hand corner. It is important to have this be there for automation purposes for this number is used as the unique number identifying this record in an automated data base.

   b. If you use LC catalog copy from another source (i.e. National Union Catalog, WLN Resource Director, ALN Catalog, the cataloging-in-publication (CIP) information on the back of the title page of some books, or from another library's catalog), when you type up the cards for your catalog, be sure to type the rid number on the shelf-list card in that lower right hand position. The decision to type the rid on all cards in the public catalog is up to each library; for the purposes of automation it is necessary only that it be on the shelf-list.

c. If you get cataloging copy from either the WLN Resources Directory, the ALN Catalog, or from another Alaskan library who belongs to WLN, you will notice on many records, in the same lower right hand position, a number that looks very similar to an LC rid, except that it begins with the letters WLN, followed by numbers (ex: WLN 83-78903). This is a WLN rid. If you use the cataloging copy on which it appears, this rid should be typed on your shelf-list card. The WLN rid serves the same purpose as an LC rid - a unique number to identify that record. A WLN rid is assigned to records input by local libraries into the WLN data base, as opposed to records issued by the Library of Congress. There should never be both an LC and a WLN rid attached to one cataloging record as found in these sources. Also, when typing the WLN rid on the card, always be sure to include the "WLN" letters; this is an integral part of the WLN rid.

d. If you buy catalog cards from a "jobber" (i.e., a company selling catalog cards), it is very important to know what your card profile says about the kind of catalog cards you will receive, and what kind of cards your jobber supplies. The reason for this is because many jobbers, on cards they supply that are not from LC or on cards that were originally LC copy but which were then modified by the jobber to fit the book you have, will print a record control number in the same area that the LC or WLN rid appears. It will LOOK like an LC rid; it will have the same format, but IS NOT an LC rid, and that particular number should not be used on the shelf-list card for doing the recon process. Libraries using cataloging copy from OCLC will find these records have their own rid, which is not an LC rid.

If you use this "pseudo-rid" for recon purposes, your call number will be added to a record in the data base that does not match your book.

Therefore, know your card profile if you buy from a catalog card jobber. Ask them what kind of cards they supply to you. It is pure LC copy, or has it been modified? Is it from another source other than LC?

It is perfectly acceptable to use cataloging copy from another source, but for the purposes of automation, it means that different information will be fed into the computer.

e. If your catalog records do not have an LC rid or a WLN rid, there is no cause for alarm. In this case, you will input a longer form of the record into your recon file (see below).

These then, are some basic steps for preparing to turn your records into machine readable form, and thus getting your catalog records into a data base:

1. Have a shelf-list.

2. Have it in good order with current holdings information and a call number.

3. Have the descriptive part of the catalog record match the book which you have.

4. Know what kind of catalog copy you use for cards.

5. If you know an LC or WLN rid, have it on your shelf-list card in the lower right hand position.

Recon

"Recon" stands for retrospective conversion of catalog records into a machine readable form using the MARC communications format. Once a record is in machine readable form, it can then be added to a bibliographic data base.

RECON is the process by which Alaskan libraries will ready their catalog records and holdings for inclusion into the Washington Library Network.

The process is fairly simple, once the shelf-list of the library is in good order as described above. In order to conduct RECON, you must have access to a computer of some type to build a recon file. Many Alaskan libraries will use microcomputers (e.g., IBM-PC, Apple). The Alaska State Library will provide the prompt disc for the computer (management) program for recon on an Apple or an IBM-PC. This prompt disc will be ready by fall 1984. For further information contact Jennie Riggen or Dick Engen.

For each shelf-list card, the library staff will type or key in into their recon file the following data:

1. The LC rid and the library's call number. This is called the short form of input.

OR

2. If an LC rid is unknown, a specified number of letters from the each of the following fields must be keyed in: title, publisher, date of publication and the library's call number. This is called the long form of input.

The computer tape or floppy disc produced from this collection of typed information is sent to WLN and matched by computer against the data base. If the record (short or long form) matches a record in the database, it is called a HIT and the library's call number is added to the holdings files of WLN. If there is no record in the database that matches, it is considered a MISS. If there is more than one record in the database that the record could match (this happens usually with the long form of input), it is called a MULTIPLE HIT. A list of the library's MISSES, MULTIPLES, and HITS will be sent to the library after the recon run.

In the case of the MULTIPLES, the library must then decide which record in the database matches the item the library owns and the rid and call number of the matching record must then be input again with this more specific information.

A library will want to go over the MISS list to discover if some input error on the part of the library is responsible for the MISS. Many times the MISSES, for various reasons, are in the database and correction of the input will produce a hit.

You may also wish to go over your HIT list to see if your HITS do indeed match your item. It is well to remember that LC often reissues catalog records on the MARC tapes when they update headings and other items. If the descriptive part of the catalog record matches your record, then you do indeed have a HIT. Other information on the record, such as headings, call numbers, etc., is subject to frequent change. Going over your HIT list is not required for RECON and some libraries do not do so because of staff constraints. The decision one way or another is yours.

Costs for recon (excluding costs of computer tapes, floppy discs, and staff time) on WLN are .04 for each record searched (short or long form) and .17 for each record which matches and has a holdings statement added to the database.

The hit rate a library can expect to have (i.e., records in your library which match a record already in the database) can vary depending upon the type of materials in a collection and, more importantly, the age of the collection. The MARC distribution of machine readable records from the Library of Congress began around 1968; prior to that time, LC distributed its cards only in printed form. For that reason, if most of your collection has been published since 1968, your hit rate will be very high since, in all probability, your collection has a large percentage of items cataloged by the Library of Congress. Other factors, however, influence whether or not you will get a high hit rate. If you have specialized materials not commonly cataloged by LC or another member library, your hit rate is likely to be lower. If you have materials in a foreign language, your hit rate will be lower. Whether you have media (e.g., video cassettes, records, etc.) or serials will also influence the hit rate. For this reason, it is very hard to predict what your hit rate will be.

Some examples of libraries who have conducted recon projects in Alaska may help you. For example the Juneau Borough Libraries had almost a 95% hit rate for their entire collection. The University of Alaska, Anchorage had about a 75% hit rate for their entire collection and about 90% hit rate for items published since 1968. These statistics do not include Alaskana because of the uniqueness of those materials. Since the University of Alaska, Fairbanks and the Alaska State Library have done a great deal of input in the area of Alaskana, you should find significant numbers of titles in those areas. A normal hit for most school and public libraries is probably about 80-85%.

The process described above outlines the first and easiest phase of a recon project, which usually results in getting the major portion of a library's collection into machine readable form and into the WLN holdings file. The second phase is slower and more expensive, since it involves inputting all the records that are MISSES into the database. This is done by putting the catalog records not in WLN onto worksheets, tagging them with the appropriate MARC tags, and inputting them into the database. Depending upon the number of records left after the first phase, a library may take several years to complete this second phase of recon or it may plan to complete it in a shorter time frame.

If a library's collection is fairly small or a library has a few staff, it may consider contracting with a bigger library in its region to finish the second phase of recon. This is possible and has been done in Alaska, but the costs of contracting out the second phase of recon versus doing it yourself should be carefully considered.

If you have never done a project of this type or you are unfamiliar with building computer files, one of the best ways to begin the process is to visit a library in Alaska who has actually completed or is in the process of completing a recon project. Whether the library is larger, such as the University of Alaska, Fairbanks, medium-sized or small, we have all gone through the process and we have made every mistake it is possible to make and some no one thought possible. Talking with the staff who have actually done recon will give you lots of ideas for setting up your own recon process. Librarians in Alaska are always happy and willing to help other Alaskan libraries.

For more information and help, contact:

Sharon M. West, Head
Information Access Services
Rasmuson Library
University of Alaska, Fairbanks
Fairbanks, Alaska 99701

Nancy Lesh
Associate Director for Technical Services
University of Alaska, Anchorage
3211 Providence Drive
Anchorage, Alaska 99508

Jennie Riggen
Technical Services
Alaska State Library
Pouch G
Juneau, Alaska 99811-0571

Ruth Jean Shaw
Manager/Library Resources
Anchorage School District
1800 Hillcrest Drive
Anchorage, Alaska 99503

Section Three:

Options In Alaskan Libraries for Automated Systems

There are basically three options to consider in deciding which automated bibliographic system to join/purchase for your library. They are: joining WLN, joining OCLC, or purchasing a stand-alone system. Further details on each of the three follows:

Section Three, Part One:

WLN

The WLN (Washington Library Network) computer system is a bibliographic utility - a computer data base of catalog records - which was developed by the Washington State Library in the early 70's to assist libraries in their internal operations and in the sharing of resources. It now has almost 180 member libraries located in Washington, Alaska, Oregon, Idaho, Montana, Arizona and California. That membership reflects all types of libraries - including public, university and community colleges, state libraries, school, military, and special libraries.

WLN (sometimes called wlin) is considered to be among the best of the bibliographic utilities worldwide, especially because of its "authority control" feature. Essentially, this feature means that all cataloging records are reviewed, so that the same access points (subject headings, main entries, etc.) are used in all similar records.

The WLN data base contains 2,989,301 titles (catalog records) as of June 1, 1984. 1,418,538 of those titles have holdings attached, showing that at least one WLN member owns the title. There are 6,663,537 holdings in the data base for those 1,418,538 titles, (statistics like this occur when many titles are owned by more than one library). Of these titles and holdings in the WLN data base, Alaskan libraries have 465,000 of the titles and list more than 795,000 holdings as of January 1, 1984. Catalog records in the WLN data base include books, serials, periodicals, non-print (including 16mm film) and music. Maps will be included later.

How Did Alaska Get Involved in WLN?

Alaska was involved early on in the WLN computer system. In 1975 the titles in the Skinner Collection at the Rasmuson Library, UAF (a collection of Alaska and Polar related titles) were input into the data base and a 2 volume book catalog of the titles was produced and distributed to all Alaskan libraries.

In 1977 the Rasmuson Library and the Alaska State Library became full members of WLN. Additional Alaskan libraries have continued to join until we are now up to 17, soon to be 18. The Alaskan libraries who belong include all types of libraries, just as the Alaska Library Network does, representing public, school, university, community colleges, military and special institutions.

A list of Alaskan members of WLN follows:

Juneau:

Alaska State Library
University of Alaska, Juneau
Juneau Memorial Library

Sitka:

Kettleson Memorial Library

Anchorage:

Anchorage Municipal Libraries
University of Alaska, Anchorage
Anchorage School District
Alaska State Law Library
Fort Richardson Post Library
University of Alaska, UAITC/CIT film collection
Alaska Department of Fish & Game - Habitat Library

Valdez:

Valdez Public Library

Kenai:

Kenai Community Library

Fairbanks:

Rasmuson Library, University of Alaska, Fairbanks
Fairbanks North Star Borough Library
Fort Wainwright Post Library

Barrow:

North Slope Borough School District

Soon in Palmer:

Matanuska - Susitna Community College Library

Alaska has, from the beginnings of WLN, been an innovative partner in its development. An exciting "first" for the network and for Alaska came about three years ago, when the Anchorage School District joined, thus becoming the first school district in WLN. Now we have a second school system in WLN, also in Alaska - the North Slope Borough School District.

Categories of Membership in WLN

Principal and Associate Memberships:

Principal members and associate members have the same rights and responsibilities; the difference between the two is in how they have use of a terminal to access the WLN database.

The rights and responsibilities of principal and associate members are as follows:

1. Each have access to the use of all WLN subsystems, such as the bibliographic, acquisitions, interlibrary loan subsystems, etc.
2. Each must contribute to the WLN database by adding holdings records to existing data base records as the titles are added to the member's collection, and to do original cataloging and add holdings for all current materials not in the database when the titles are added to the collection.
3. Each member is required to be willing to lend circulating materials via interlibrary loan when requested to do so by another member library. The normal policies and regulations of the lending library are in effect.

Principal Members:

For principal members the access to the WLN database is through an owned or leased WLN bibliographic terminal (an IBM-PC after July 1, 1984), or an ASCII teletype-compatible terminal. There are two kinds of access possible for principal members: either via a dedicated communications line, or through a dial-up process. Principal members on a dedicated communications line use an IBM-PC, as modified by WLN; dial-up principal members use either an IBM-PC or another ASCII teletype-compatible terminal.

A dial-up member's terminal does not allow the formatted screens necessary for inputting original cataloging records. Therefore, a dial-up principal member must contract with either WLN or a dedicated line principal member to do the cataloging, MARC tagging and inputting into the database for that record.

Associate Members:

The associate member does not have a WLN terminal in their own library. Rather, they must contract with a principal member (ideally in the same town) for the inputting of bibliographic and holdings records, inquiry, interlibrary loan, etc. The contract between the principal and the associate could specify that the associate member does the work on the principal member's terminal, or it could specify that the principal member do the work for the associate member.

Recon Only Membership:

This is a category of membership which allows a library to begin getting its records in machine readable form prior to joining WLN as an associate or principal member. Under recon only membership, a library can prepare a magnetic tape or a microcomputer floppy disc of the titles in its collection; these holdings will be added to the WLN database and COM products can be ordered. As a recon only member, a library may enter into the database only those titles which have been in the collection for one year or longer.

Joining WLN in any Membership Category:

Principal, associate, and recon-only membership contracts with WLN are held through the Alaska State Library's umbrella contract for the entire State of Alaska. The exception to this is Federal libraries required by law to contract directly with WLN.

What Products and Services Does WLN Offer?

At the heart of WLN is the data base of almost 3 million catalog records in full MARC format. From that bibliographic base, WLN produces:

1. Alaska Library Network Catalog:

This annual catalog is a union list of all the titles in the data base which are owned by Alaskan libraries participating in WLN, and for which a "holdings" note (i.e., a call number) has been attached to the record. In short, the ALN catalog is like having part of the card catalog of the 17 WLN members in Alaska in your own library. It is distributed by the Alaska State Library to all Alaskan libraries who have access to a microfiche reader.

The ALN Cat is produced on microfiche called COM fiche (Computer-Output-on-Microform). The information held in the computer is printed out on microfiche or microfilm instead of on paper.

It is an excellent tool for interlibrary loan (Which library nearest me has the title I want to borrow, verification of current titles, spelling of author's names, which titles are available on specific subject?) It will greatly speed-up interlibrary loan requests because call numbers and locations for specific books will be known immediately.

The catalog can also be used to obtain cataloging information. This is helpful in getting Library of Congress cataloging copy, if you produce your own catalog cards. It is even more helpful in getting cataloging copy for those items of regional and local interest that are not available from LC. The records are in the ALN catalog because an Alaskan WLN participant has cataloged them and input them into the WLN data base. Thus the cataloging record is in the ALN catalog.

The first ALN catalog was produced in May 1980, and included 53,000 titles. The 1984 ALN catalog (distributed in spring 1984) represents a 50% increase over the 1983 edition and is 8 times as large as that 1980 first edition! It contains 465,000 titles and 795,000 holdings for those titles. This huge increase in size is due to the intense activity by Alaskan WLN members in "recon" projects (working to get their entire collections into machine readable form and into the data base) and by the number of new members in the state who are adding their holdings. ALN Cat is the heart of our Alaska Library Network and is the basic tool for resource sharing!

2. Resource Directory:

The WLN resource directory is a microform union catalog of all the titles in the data base which are owned by all WLN participating libraries. This means it is an expanded version of the Alaska Library Network Catalog, including both Alaska members' holdings, as well as the holdings of all other WLN members in all the other states.

3. Catalog Cards and/or Labels:

4. COM Products:

The COM (computer-output on microforms) products include a number of possibilities; they all are, essentially, catalogs or lists of some or all of the catalog records and related holdings for one or more of the libraries belonging to WLN.

For example, the ALN catalog is a COM product, including all the cataloging records and attached holdings for all Alaska WLN members.

A number of WLN members in Alaska no longer have the traditional card catalog. They get instead a COM catalog of all their catalog entries and holdings which have been entered into the data base. The Alaska State Library and Rasmuson Library have microfiche catalogs. University of Alaska, Anchorage, and the Anchorage School District have chosen microfilm catalogs which are enclosed in a ROM microfilm reader. Some libraries choose a mixture; as mentioned, UAA has their main catalog on microfilm and gets a new cumulative edition three times a year. They also get some copies of the main catalog on microfiche. In between those main catalogs, UAA has a supplemental catalog of new titles added to the collection produced on microfiche.

The Alaska State Film Catalog is an example of a COM product done from the data base of a particular type of material (in this case, films) of a library.

5. Cataloging for your Materials:

Records in the data base come from two sources - Library of Congress (amounting to about 11,000 new records a month) and WLN members (amounting to about 8,000 new records a month).

This cataloging by participants is especially helpful to Alaskan libraries because it usually is for titles of local and regional interest that are of immediate use to our library patrons, and the cataloging is often not available from Library of Congress quickly enough.

By participating in the network, we share cataloging, and each library doesn't have to do the same title over and over again. Tracy Allen, librarian at Kettleson Memorial Library, the newest WLN member in Alaska, says about this service.

"We also use it to do some of our original cataloging. These are the items that our patrons want right off and we're not able to receive cataloging through the traditional sources. What we had been doing up to this time is spending a considerable amount of time, as any of you know who do original cataloging, determining the correct classification, the tracings, and then generating our own cards. The wonder of WLN is that many of these items have already been entered into the data base and we can access this information either by our RID number or Library of Congress number or key words or the author, and find this information and request the catalog cards and labels that go with the items. The technical services staff was spending maybe a half an hour with each title: we can now do this in about two minutes. It's just great."

6. Bibliographies:

Preparing bibliographies for agencies or individuals is a traditional library service and one that can consume hours of staff time. With a library collection in the data base, the searching time can be shortened from hours to minutes because it will be done by machine instead of manually. The bibliography can then be printed locally, if your terminal has a printer attached. Bibliographies can also be printed at the WLN computer in Pullman, WA and mailed (a little less convenient).

7. Holdings Information:

The location of titles in the data base can be determined by a search of the WLN holdings file in the data base. This is a key to quick interlibrary loan service. WLN is also in the process of developing an interlibrary loan subsystem which will allow member libraries to send and receive ILL messages and requests through the utility.

8. Authority File:

An authority file of personal and corporate names, series, subject headings and cross-references helps libraries maintain a quality controlled catalog by ensuring that the same access points (main entries, subjects, added entries) are used on all similar records. WLN is the only national database with an authority file, and this feature is a large part of the reason why WLN has an outstanding reputation worldwide as a quality data base.

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9. Acquisitions:

The acquisitions subsystem is available for libraries to do their ordering. It maintains "on order," "in-process" and "completed order" files, and keeps financial records and standing order files. Currently two libraries in Alaska are using the acquisitions subsystem: Rasmuson Library uses the full system, and UAA Library to a partial extent.

What is the Alaska WLN Users Group?

The Users Group was established in July 1980, to increase communications between WLN participants in Alaska, and to serve as an advisory group to WLN from Alaska. Membership of the group includes the director of each Alaska library participating on-line with WLN, one additional member from each WLN library selected by its director, (some smaller libraries choose to have only one representative), one Alaska representative from a library not participating on-line with WLN, and one representative from AkLA (appointed by the President of AkLA). For familiarity with WLN and for continuity, each representative is encouraged to serve for at least two years. Alaskan libraries who are search-only members of WLN are not represented on the Users Group.

Present members of the Users Group, and the on-line libraries they represent are:

Rasmuson Library, University of Alaska, Fairbanks
    Bob Geiman, Director of Libraries
    Sharon West, Head of Information Access Services

Fairbanks North Star Borough Library
    Karen Crane, Director
    David Zavortink, Head of Technical Services

Anchorage Municipal Libraries
    Keith Revelle, Librarian
    Ann Oliphant, Assist. Director for Technical Services

University of Alaska, Anchorage Library
    Jack O'Bar, Director
    Nancy Lesh, Assoc. Director in charge of Technical Services

Alaska State Law Library (Anchorage)
    Aimee Ruzicka, Director
    Beth Odsen, Technical Services Librarian

Alaska State Library (Juneau)
    Dick Engen, Director
    Jennie Riggen, Head of Technical Services

University of Alaska, Juneau Library
Alan Schorr, Director
Mary Nicolson, Head of Technical Services

Juneau Memorial Library
Nancy Gustavson, Director

Kettleson Memorial Library, Sitka
Tracy Allen, Director

Anchorage School District
Marilynn Scott, Assistant Superintendent
Ruth Jean Shaw, Library Manager

Fort Richardson Post Library
Virginia Chaney, Librarian

University of Alaska UAITC/CIT Film Library
Tom Cloonan

Alaska Dept. of Fish & Game-Habitat Library
Lauren Barker

Valdez Public Library
Karen Weiland

Kenai Community Library
Emily DeForest

Fort Wainwright Post Library
Isabelle Mudd

North Slope Borough School District
Cindi Alderman

Representative from an Alaskan Library Not Participating in WLN
Martha Shephard
Alaska Resources Library

AkLA Representative
Teddy Wintersteen
Kuskokwim Consortium Library

Nancy Lesh serves as chairperson of the Users Group.

Meetings of the Users Group are scheduled on Learn/Alaska Teleconference system for two hours on the last Thursday of January, May, July, September, and November. The March meeting is usually held in conjunction with the Alaska Library Association annual conference.

The meetings are open to interested persons. If you would like to attend a meeting, please contact the User Group chair at least 3 weeks before the scheduled time. (Learn/Alaska scheduling does take time and adding additional sites beyond those scheduled in the communities of User Group members, is not always possible.)

The function of the Users Group is to increase communications between the online WLN libraries -- sharing information about procedures, problems, projects, etc., in Alaska. The Group also serves as a users advisory group to the WLN Computer System.

Recently the Group has established two discussion groups within its structure; one will concern itself with development and interfacing of local systems with WLN; the other will meet to discuss the "nitty-gritty" aspects--questions, solutions, etc.--of working with the system.

This advisory role can occur directly, as in November of 1980 when the Council spent two days in Lacey and Olympia, Washington at WLN headquarters, or through our representatives on WLN committees. Dick Engen is the Alaska representative on the governing body of the WLN Computer system -- the WLN Computer Services Council. Ruth Jean Shaw serves on the WLN Bibliographic Standards Committee, a committee which defines standards for the cataloging records in the database, establishes policies and procedures to meet those standards, and advises national groups on bibliographic standards.

How the Anchorage School District is Using WLN

Anchorage School District, Alaska's largest school district, has made a real commitment to participating in WLN. When personnel first began considering automation for information retrieval, there was some consideration given to a stand-alone, turn key system with a mainframe. Ruth Jean Shaw, library manager for ASD, states that as she began exploring the possibilities, she realized that there already existed in Alaska a library network that facilitated automation, with sound leadership and far ranging plans for building the Alaska library network and increasing the means of resource sharing. A stand-alone system thus didn't seem as viable in the presence of the Alaska Library Network and its use of the WLN bibliographic utility. Anchorage education personnel wanted the best resources available to support curriculum programming and development. Ruth Jean added: "We had an assistant superintendent, Marilynn Scott, who is a very dynamic leader and believes in the concept that knowledge is real power. She was interested in having on-line access to the latest information for everyone. That helped us to make the decision to go ahead and use the existing capabilities of WLN."

The District is currently heavily involved in a recon project, getting their entire collection into machine readable form. In the fall of 1983, four new elementary school buildings were opened and they entered into the world of automation fully with their whole library catalog on microfilm and no traditional card catalog.

All the libraries in the District are being supplied with microfilm of all the library holdings in the District, and names of the schools which have the titles. The film is on ROM readers, an enclosed permanent projector for microfilm so no loading or unloading of film is necessary to use it. The plan is to phase into on-line catalogs and phase out card catalogs when recon is complete. Meantime, in addition to the ROM microfilm catalog, there is dial-up access of the WLN database in each of the high school libraries.

In Anchorage, all of the students at various levels have had orientation sessions into the use of the microfilm catalogs. And the loaning of materials between schools is being done at a considerable rate.

Ruth Jean Shaw notes: "When considering the fact that we are doing things in a more sophisticated manner - we've completely reduced the amount of time that school librarians in 84 locations have spent in filing cards and making cross references, etc. So we have more quality time for the school librarians with the kids. At library resources I wouldn't want to go back to the old way of doing things."

[Ed. Note: For more information on the Anchorage School District's use of WLN, see the section in this publication entitled "Library Networking and the Anchorage School District."]

Another School District's Plans.....

The North Slope Borough School District with the headquarters located in Barrow is the newest Alaska member of WLN. Their intention is to enter their holdings into the data base and then to pull off a COM product, (the microfiche or microfilm catalog). This catalog will be located in every village school so they have access to the resources not only at that local school but also the knowledge of what the resources are in the District.

How Does a WLN Principal Member in Alaska Access the Database?

There are two ways to access WLN: through a dedicated line, or through dial-up mode.

1. The dedicated line access means that the library's terminal(s) is hard-wired (permanently wired) to one communication line which connects directly to the WLN system (via a modem and telephone line) and goes to no other system. These are leased lines and the cost is shared equally among all the Alaska members, based on an amount per terminal (the library with five terminals then pays five times as much as the library with one terminal). Current approximate cost for one terminal on the dedicated line (as of April 1984) is $500 per month.

   Terminals on a dedicated line are "up" (i.e., "on") the entire time the database is "up" and available.

2. Dial-up access means that the library's computer terminal is not connected permanently to the WLN database; to access WLN, the computer operator dials up on the phone line to WLN and is connected to the database. Dial-up access requires a computer terminal, a modem (a device used to convert machine-readable data into signals that can be transmitted over communication lines and facilities, and that also can receive data signals and convert it into machine readable data), and a phone line.

   Libraries with microcomputers such as an Apple, Hewlett-Packard, Texas Instruments, or IBM-PC, can use these to access WLN once the modem and phone line is in place.

   A dial-up terminal offers a library much flexibility. In addition to being able to access WLN, the library can also "dial-up" and access many of the other bibliographic data bases, such as Lockheed, Systems Development Corp. (SDC), etc., as well as some non-bibliographic data bases which give API and UPI news, movie and restaurant information, and much more. Also available are electronic mail systems such as those on ONTIME, TYMENET, or the Source through which you may communicate with other libraries in the state or outside of Alaska. The University of Alaska computer network electronic mail system is also available through a dial-up terminal.

   Dial-up access to WLN does limit a few products and services that cannot be handled with this type of transmission. Basically those are the inability to use the acquisitions subsystem, and to input original cataloging records. Since one of the responsibilities of principal and associate WLN participants is to input all their original cataloging into the database, this means that dial-up members must contract with a dedicated line WLN member to input their original cataloging. This could be worked out with a WLN member in Alaska, or perhaps through WLN headquarters (which will soon offer contract cataloging for WLN members who use either a dial-up or dedicated line; the cataloging will be done through the Washington State Library).

If I Join WLN as a Principal Member Should I Access it by Dial-up or by Dedicated Line?

A task force of the Alaska WLN Users Group has been investigating this question. In 1982 it was a difficult situation because each type of access required a different kind of terminal, and so if a library chose one method and later decided to access WLN by the other method, the decision to change could involve some wasted equipment money. Today the answer is much simpler!

WLN has chosen as its new terminal the IBM-PC; the standard IBM-PC will be modified to fit network demands. The IBM-PC can be used for either dial-up or dedicated line access; the difference will be in how the terminal is wired into the modem and transmission lines. So the equipment choice, if you are buying new equipment when you join, is an easy one - the IBM-PC. Because of the modifications to the IBM-PC that WLN will use, please contact the Alaska State Library for more information before purchasing your equipment.

The decision of whether to access WLN via dial-up or dedicated line depends largely on the size of the library operation, how many times you will want to do a search in the database (for cataloging information, ILL or reference) and how many holdings you will add over a given period of time. Use statistics are not really available which answer these questions for Alaskan libraries. Thirteen of sixteen Alaska members access via dedicated line; these include the six major research and resource libraries in the state and the Anchorage School District, who are all adding a large number of holdings regularly and serving a large patron clientele. Three other libraries access via dedicated line because when they joined WLN (prior to mid-1981) dial-up access was not available.

Paying the dedicated line charge for a terminal is expensive if a library is not going to be using that terminal a great deal. On the other hand, having to dial-up each time you want to access the database can interrupt a smooth work flow.

Based on what we know now, the Alaska WLN Users Group recommends that a new Alaska principal member of WLN seriously consider starting first as a dial-up member, being able to do inquiry, order cards and/or labels, print bibliographies, attach holdings to catalog records already in the database. The input of original cataloging will need to be contracted out. Then, when any of the following situations begin to apply, the member may choose to switch to dedicated line usage on the same equipment.

1. When you are accessing WLN so much that your hourly use charge is close to or equal the monthly cost for a dedicated line.
2. When your use of the utility grows so you need access many hours of each day.
3. When dial-up access impedes good work flow.
4. When you find you are not using the database as often as you could because of having to dial-up each time or the slowness of dial-up transmission speed.

WLN Costs (1984/85)

One Time Equipment Costs:

Items	Dedicated Line	Dial-Up
Terminal -- IBM PC modified by WLN	$3,890	$3,890
Modem -- (Hayes Smart Modem 300/1200 Baud)	Cost included in monthly line charge	600
Printer -- Various micro hi-speed	1,000	1,000
Installation	250	250
Total One-time Costs:	$5,140	$5,740

Monthly Charges: (Totals for one year)

Items	Dedicated Line	Dial-Up
Network Service Fee ($125/terminal/ one month	$1,500	$ 00
Telecommunication Line (The total monthly charge for Alaska is divided equally by the number of terminals on-line in Alaska. Current cost is approximately $500/terminal).	6,000	00
Telenet charges for one hour connect to the WLN database at $27. an hour, estimate 8 hours a month.	00	2,592
Equipment Maintenance fees: terminal at $46. a month.	552	Depends on maintenance costs. This figure is an estimate 600
Total Costs for one Year of Monthly Charges	$8,052	$3,192

WLN Costs, continued

(The following estimate of costs are based on the 1984/85 list of charges. These are only estimates, based on a "model" library. When an Alaskan library is ready to consider the costs for joining the utility, WLN staff will do a cost estimate for that library's situation.)

Bibliographic Subsystem Costs:

For cataloging and adding 4,000 titles to the database, 50 of which are original cataloging.

Items	Dedicated Line	Dial-Up
Search of database to see if records are already there: 4,000 X $.10½	$ 420.00	$ 420.00
Order catalog cards for the 3,950 records in the database: 3,950 X $.10	395.00	395.00
Attach holdings for the 3,950 records in the database: 3,950 X $1.55	6,122.50	6,122.50
Input 50 original cataloging records and attach holdings: 50 X $.20 (Dial-up users must contract with another WLN member so costs may vary	10.00	(Estimated at $10/title contract price) 500.00
Catalog cards for 4,000 titles (7¢ per card with 5 cards per set) 20,000 X $.07	1,400.00	1,400.00
Label sets: 400 X $.08	320.00	320.00
Total	$8,667.50	$9,157.50

Inquiry searchs of the database cost 10½¢ each. These searches would be for finding the location of a book for ILL, performing a reference search, etc. Total costs for this usage of the database is dependent upon the individual library's usage. A WLN system-wide average is 10 to 12 inquiries per holding added (10 to 12 X $.10½).

Other services are available, i.e., bibliographies printed off line at $1.50 each plus 5¢ per title; retrospective conversion of existing collection at approximate cost of 21¢ per title on magnetic tape and 24¢ per title for microcomputer floppies; and COM catalogs with cost dependent on number of titles. Each participant in WLN must agree to enter all of their new acquisitions.

A sampling of Alaskan libraries' costs, including telecommunications, indicates for 1983 an approximate total cost per month of $6.00 per title added.

Before You Buy Equipment to do Recon and Join the Network.....

Contact Dick Engen at the State Library. Trying to decide on the brands of microcomputers, modems, or printers that perform best is difficult. And not all brands will fit the network design. So, talk to Dick for type and source of supply information.

Who to Contact for Further Information

A. Richard Engen, Director
Alaska State Libraries & Museums
Pouch G
Juneau, Alaska 99811-0571
(907) 465-2910

B. Nancy Lesh, Chairman
Alaska WLN Users Group
University of Alaska, Anchorage Library
3211 Providence Drive
Anchorage, Alaska 99508
(907) 786-1877

C. Jo Morse
School Library/Media Coordinator
Alaska State Library
650 W. International Airport Rd.
Anchorage, Alaska 99502
(907) 561-1132

D. Judy Monroe
Southcentral Regional/Network Coordinator
Alaska State Library
650 W. International Airport Rd.
Anchorage, Alaska 99502
(907) 561-1132

E. Audrey Kolb
Northern Regional Coordinator
Alaska State Library
Noel Wien Library
1215 Cowles Street
Fairbanks, Alaska 99701
(907) 452-[illegible]9

Who to Contact When You Want to Join WLN

Richard Engen, Director
Alaska State Libraries & Museums
Pouch G
Juneau, Alaska 99811-0571
(907) 465-2910

Alaska's membership in WLN is held through the Alaska State Library. Therefore, it is necessary to contact the State Librarian first, and he will connect you with WLN staff.

Section Three, Part Two:

OCLC - The Online Computer Library Center, Inc.

The Online Computer Library Center, Inc., usually referred to as OCLC, is the second option available for Alaska libraries in the consideration of which bibliographic utility or stand-alone system to install in a library.

The Online Union Catalog, the database of OCLC, is created through the cataloging efforts of member libraries, and the tapes from Library of Congress, National Library of Medicine and U.S. GPO; it contains records in full MARC formats to facilitate user input and computer processing. The OCLC database includes over nine million records, (a number of which are duplicated); it includes non-book bibliographic records also. There are over 120 million location (holdings) symbols attached to bibliographic records for member libraries.

OCLC is headquartered in Ohio; there is a Pacific Service Center in Seattle for this area. There are currently four libraries in Alaska who belong to OCLC: they are Alaska Resources Library, U.S. Fish & Wildlife Service Library, Minerals Management Service Library (all these libraries are within the U.S. Dept. of Interior), and the Army Corp. of Engineers Library (U.S. Dept. of Defense); all are located in Anchorage. These libraries belong to OCLC through FEDLINK.

Libraries wishing to become OCLC participants must apply through an appropriate network. Networks are independent organizations which have contracted with OCLC to provide OCLC services to member libraries. Federal libraries should contact FEDLINK (202-387-6454). All others should work through the OCLC Pacific Service Center at (714-621-8046).

Libraries planning to use OCLC should have a clear idea of which subsystems, e.g. cataloging, ILL, acquisitions, will be used and the anticipated annual volume of use. The degree of use can be adjusted as needed once a library becomes an OCLC member.

Services are available through OCLC which: produce and revise catalog records, conduct ILL transactions, provide serials control, and order materials for the collection. Various products are offered such as: catalog cards, cumulative tapes of records, ILL statistics, acquisitions lists, and reports on materials purchased. Costs for individual transactions are available from the OCLC Pacific Service Center; they are "raw costs" and uniform for all users. Each network imposes its own administrative fee. FEDLINK charges a 10% administrative fee on costs of services and products.

To use OCLC some specific hardware is needed. A dedicated terminal is available, but not used in Alaska. In Alaska OCLC is being accessed through dial-up terminals at either 300 or 1200 baud through Telenet or Tymnet. Almost any terminal or microcomputer with a telephone modem can be used. Cost for "dial access" to OCLC includes authorization fee of $150/year and connect hour fee of $9/hour. Intermittent use of the system is perhaps best done through dial access.

Section Three, Part Three:

Stand-Alone Systems (Lee Harris Moffatt)

I have been asked to address the issue of stand-alone systems within the context of the Alaska Library Network. I have had some experience in acquiring a stand-alone system when I was the Administrative Assistant/Librarian for the University of Alaska Rural Education program. What I will be sharing with you is a case history overview. I do not consider myself an expert--I did a lot of things wrong--but perhaps some of my experiences and conclusions will be of help to you.

Because some of the points I will be making deal with limitations and frustrations I encountered, I wish to make a couple of positive statements right up front:

> I like computers, I think they are great. I must admit that I somewhat reluctantly encountered the computer a few years ago, but I stand before you a convert to this technology.
>
> I picked a good stand-alone system. However, I chose to automate for the wrong reasons and I chose the particular system I did for the wrong reasons. So while I ended up with what is considered to be a good system, I am uneasy with what I did.

When I refer to a "stand-alone system," I am referring to the use of a microcomputer with accompanying library software applications. Utilizing this approach, it may be economically feasible for even small libraries to consider the option to automate at the local level. I say "option to automate" because automation should be viewed as an option rather than a foregone conclusion. There seems to be a fear that "everybody is doing it or going to be doing it and if I don't get my foot in the door, I'll be left behind." I've even read articles in the literature which say to start now and don't wait.

I'm not saying that you should start or wait--that is an individual decision to be based on the library situation. What I am saying is that automation should be a careful, well-thought out decision based on an honest evaluation of needs and expectations. I read somewhere that a library can cope with a poorly designed building much better than it can deal with the ramifications of a poorly planned automation system. I agree with this statement . . . and now let me tell you what I did wrong.

First, let me tell you briefly about the library situation I was in: I was new to Anchorage, I was the first librarian in the Rural Education program and I had inherited an uncatalogued collection to serve 13 rural sites. I was immediately looking for a better way to catalog the materials and to retrieve them quickly. The department already had a microcomputer and I was approached one day by my director and told that I had an unexpected $10,000 to spend on equipment--what did I want? Library software brochures had passed my desk and I had recently seen a vendor demonstration of a system. I thought that I wanted automation to catalog my books and make them accessible. I must admit that I was in the unique position of not having to sell what I wanted to an administrator, I was being given the money to spend. There is a lot to be said for having to justify why you need an on-line catalog or why your patrons want an on-line catalog. It turns out in retrospect that I had other options to catalog my library that I did not look into. So I made two mistakes right off: one in choosing to automate (which will be clear later) and one in picking a vendor.

Basically, I saw the vendor demonstration, I read the brochure and I bought the product. Everyone knows that this is not the way to do business. In defense of myself:

(a) I had an extremely short time to encumber the money;

(b) two years ago not much seemed to be happening in the state in local automation . . . but it was also true that I was having trouble finding out what was happening in the state; and

(c) I was new to the state and I have often thought those first few weeks that I might as well be living in remotest Africa in terms of getting information from vendors and about vendors.

It was extremely frustrating and I was living in Anchorage, not McGrath or Ft. Yukon or St. Paul. Three years later I still think there needs to be a better way to exchange information in this state.

When a decision is made to automate, it is a matter of following some logical steps:

1. Define your needs and expectations.
2. Match the software to meet those needs.
3. Select the appropriate hardware.

There are all kinds of options in a wide variety of price ranges and there is stated criteria in making judgments in each of these steps. I didn't follow those steps and I ended up with a system too big for me--a deluxe version with the idea of growing into it. The literature I've since read states to meet your current needs and expect to have to add on or to upgrade your system. In other words, buy with flexibility in mind.

In selecting a vendor:

1. Get a list of customers. Call or write. Do your homework in order to know what questions to ask.

2. Look into purchasing demonstration disks or manuals.

3. Read. The literature is starting to evaluate microcomputer software.

4. When you're looking at a circulation or catalog package which requires a database, use your actual catalog cards to see if the system is in the format you need. For instance: a full Marc catalog record is 600 characters. I know of no one who uses a full Marc record. However, a microcomputer has limited storage and has to maximize its storage availability. In the system I bought, I had 238 characters in which to catalog a record. In reality it turned out that the call number field and the title field were too short to accommodate my needs--a serious drawback. MINIMIZE YOUR SURPRISES.

5. A vendor is a salesman; be careful about the claims presented. I was told the system would be easy to learn and that the catalog input would go very quickly. Neither was the case.

6. Make sure you are going to get what you bought. The software of the system I bought was undergoing revisions. Each revision had to be loaded into the computer by the vendor representative. At some point these revisions were going to start costing money. At the time I bought the system, I was told I was buying a cataloging and circulation control package. In reality, the circulation software was still being developed and a year later when I left my job, I still had not received the full package.

What I ended up with is that I had automated a small, inadequate collection. Putting it on a computer did not make it a bigger nor a better collection. As a small library, I had the need and would always have the need to access other libraries' resources and information. My experience with automation did not solve that basic problem of access--I still had to access other resources manually.

We are left with the final question: "Can a stand-alone system really stand alone?" My feeling is no, one would not want to stand alone, particularly in this state. Alaska has made a strong commitment to telecommunications and we are all interdependent on each other in forming the Alaska Library Network. Do not plan on standing alone. Go ahead and make use of the library software available if you wish, but allow yourself the capability of interfacing with other microcomputers and with mainframe computers. To reiterate, automation should be a careful, well-thought out decision based on an honest evaluation of needs and expectations. Be careful.

Section Four:

Library Networking and the Anchorage School District

(Ruth Jean Shaw and Sylvia Fink)

The Anchorage School District with eighty-four library collections joined the Washington Library Network in August of 1982 with funding assistance from the Alaska State Library. Plans to implement automation for bibliographic control had begun two years earlier with the ultimate objective of providing resource identification for the district's 250,000 titles in COM format.

Fall 1983, ROM readers were installed in all library centers with the first COM catalog of 45,000 titles. Resources listed include books, periodical titles, and multimedia including motion pictures from the Audio-Visual Department. It is estimated that it will take a few more years to complete the retrospective conversion project.

The district is fortunate to be involved in the state-wide library planning for resource sharing and library networking. Numerous projects are occurring in Alaska that benefit all library systems. Examples are a state-wide collection development program that is ongoing under the leadership of Dennis Stephen, University of Alaska, Fairbanks, and the Alaska Collection Development Steering Committee; the Alaska Film Booking System under the leadership of Judy Monroe, State Library; the Alaska Library Network project which makes copies of the WLN fiche catalog of Alaska library holdings available to all libraries in the state; the Cooperative Microfilming/Microfiching Project under the direction Richard B. Engen, State Librarian, designed to preserve and to make available access to newspapers and other Alaskana; the Alaska Newspaper Indexing Project in which the Fairbanks Daily News-Miner is partially funding the project; the Alaska Union List of Serials COM catalog which is distributed to all libraries and provides serial holdings in collections throughout the state; and the Audio Conferencing and Instructional TV System "Learn Alaska" Network which alleviates instructional communications problems inherent in a large geographical area.

Library Resources is the centralized library automation and technical processing center for the Anchorage School District. Centralized in the mid-60's by Dr. Marilynn S. Scott, Assistant Superintendent, Communications and Media, the center provides services to the district primarily in resource identification. Cataloging standards include AACR2, Library of Congress subject headings, WLN bibliographic standards; Dewey Decimal Classification provides the classification scheme.

The first phase of library networking that Library Resources undertook for the district and the state was the identification of all periodical titles in the eighty-four collections. Once the periodicals were identified, cataloging was provided using AACR2 standards, and the information collected was incorporated in the Alaska Union List of Serials COM catalog which is distributed to all school libraries as well as all libraries in the state of Alaska. Periodical titles in the district exceed 1200 distinct titles. Multiple locations are listed under the titles and the project was recently expanded to include holdings detail for each collection. Microform format is gradually replacing paper copies of many periodical titles throughout the district now that effective collection development can be ascertained through use of the Alaska Union List of Periodicals COM catalog. This project continues to increase at Library Resources with use of a word processing program on a microcomputer for maintenance of the files at the district level. All school librarians actively cooperate in providing Library Resources with new periodical titles subscription decisions.

The second phase of library networking that was implemented was the administrative decision to join a regional bibliographic utility for library automation activities. Since the state-wide plan in Alaska encourages resource identification through the Washington Library Network (WLN) Computer Services system, the Anchorage School District prepared a proposal to the school board that recommended participation in library networking and state-wide planning for library service. The objective was to provide resource identification benefiting all library users in the district and increase effective schooling with distribution of a district wide COM catalog. Using this approach permitted several benefits which included effort expended in bibliographic control for the district to benefit all libraries in the state including all school libraries previously not actively involved in the process. Contributions of the Anchorage School District to the WLN database also increase the record identification of children's and young people's resources for all who access the system.

Implementation of the approach was initiated in 1982 with funding from the State Library. Since the district estimates that 250,000 titles are in the collections it was viewed as a significant addition to the Alaska Library Network System. Personnel at Library Resources began an extensive staff development program under the leadership of Ruth Jean Shaw, Manager. The training is ongoing as new parameters are released from WLN such as the input of music and sound records recently scheduled to begin.

Among the Anchorage School District's eighty-four collections are Classroom Music; Gifted and Talented Program; Special Education; Professional Literature; Bilingual, which comprises twenty-two languages; Multicultural Education; and the Secondary and Elementary Instructional Media Centers which contain a variety of formats. Books, periodicals, newspapers, motion pictures, film loops, video recordings, microfilm, microfiche, multimedia kits, and the new technological phenomenon, microcomputer software, are all represented in these varied collections. In response to a recommendation for increased computer literacy in the district, a teacher resource coordinator, Della Matthis, has been appointed to the task. In her work with Louise Petermann, Math and Microcomputer Curriculum Specialist, the computer literacy program is expanding in many directions.

Some current examples of microcomputer uses by librarians in addition to computer-assisted instruction in the schools are overdue records, bibliographies, electronic mail, and dial-up access to some databases. Students learn from the commercial software programs or design their own programs and graphics. Often educators learn from the students in the process of teaching computer applications. Many high school students take computer courses at the University and provide trouble shooting skills in programming for local businesses in town.

Library Resources has cataloged over four-hundred software programs housed in all collections. In April of 1982, a machine-readable data file Task Force composed of librarians met to formulate some guidelines for resource identification procedures in cataloging. Since AACR2 does not successfully address user needs in the district, modification was made for the cataloging standards. It seemed sensible to meet the needs of users and a word processing program has been used to generate the bibliography titled Choose A Bigger Byte which lists all the Apple floppies in the district and provides a list of all computer literacy resources in the district. Copies may be obtained from Library Resources at 1800 Hillcrest, Anchorage, Alaska 99503.

A microcomputer at Library Resources provides access to the primary source of cataloging information on the diskette. Specific descriptive cataloging exceptions requested by educators in the district have been implemented. The Minnesota Educational Computing Consortium (MECC) titles all have a corporate rather than title entry and a common classification number and cutter letter for easier identification and filing. The version number has been entered as a version varies note placed after the machine language instead of using the version numbers as edition statements. The Anchorage School District has been using the term "diskette" which indicates a micro size disk rather than the term "disk" and a dimension size. Finally the sector number 13 or 16 has been used rather than 3.3 or 3.2.

In the last few months the CC:DA (RTSD: Cataloging Committee Section: Description and Access) Task Force on the applications of AACR2, Chapter 9, and On-line A-V Cataloger's Newsletter, especially the June 1983 issue, have addressed many of the concerns we experienced earlier. This year cataloging of machine-readable data file descriptives will be altered in anticipation of the final adoption of the proposed standards at mid-winter meetings of ALA in Washington, D.C. Certainly our user requested guidelines for handling of materials and classification will not vary. Some of the descriptive cataloging requests will remain in use until a final draft of rules is adopted by ALA and a WLN format for input is available. We are producing catalog card sets averaging eight cards for up to seventy locations for some twenty new MECC titles on a periodic basis. This results in 11,900 cards each time! The sheer mass of cards for the MECC titles alone precludes recataloging until available for WLN input.

With the expansion of the computer literacy program in the district in which all schools have microcomputers for instructional technology purposes, Library Resources has directly benefited from a selection of student aids skilled in trouble shooting for programming needs. The retrospective conversion project conducted this summer was successful in using a microcomputer, a word processing program, and a communications program for transferring the data into magnetic tapes prior to mailing data to WLN for input into the district's holdings. Over 23,000 titles were converted using this application. Specific technical details of this process are outlined in a forty-page manual available from Library Resources.

Library Resources has only two dedicated terminals to WLN. Because of the sheer volume of work (processing 100,000 items a year) it was essential to harness microcomputers for the retrospective conversion project. We have used Apple II Pluses with micromodem interface capability and all of our terminals have printers affixed to the machinery. We have used the WYLBUR process on the dedicated terminals for the retrospective project but it is not efficient in Alaska. Response time between entries is often more than fourteen seconds while using an Apple permits rapid typing skills at all times. It is expected that the retrospective conversion project will continue to be done with use of microcomputer applications.

The Anchorage School District now actively contributes and participates in regional library networking activities. The district is able to support the total information retrieval needs of all educators, students, and users seeking access to the world of knowledge. School Librarians are full-fledged linkers to the information available. Interlibrary loan activity has increased and all school librarians participate in the process. The future includes expanding fingertip technology for information retrieval and dial-up access to WLN from each secondary instructional media center. Can school libraries enrich the regional database of available resources? Can school librarians contribute to library networking and resource sharing? We believe the Anchorage School District is demonstrating affirmative characteristics!

Note: Ruth Jean Shaw and Sylvia Fink have worked in all types of libraries: academic, public, school, and special. Both previously worked as faculty at Washington State University, Pullman, an institution whose membership in WLN spans many years.

[Ed. Note: An article by Ruth Jean Shaw on the Anchorage School District's involvement in networking, the Alaska Library Network, and WLN will appear in School Library Media Quarterly, summer 1984 issue. Read this for further information.]

Section Five:

Automated Circulation Systems in Alaska

Section Five, Part One:

C. L. Systems, Inc. (CLSI)

The Fairbanks North Star Borough Library was the first library in Alaska to install an automated circulation system, purchasing C. L. Systems, Inc. (CLSI) in the late 1970s.

CLSI LIBS 100 System

The Fairbanks library's configuration runs on a Digital PDP-11/34 minicomputer with two Control Data 300 megabyte disk drives. With approximately 150,000 items and 38,000 patrons the system is running at 16% capacity.

The library is presently operating ten local terminals for automated circulation activities - check in and out, overdues, bills, etc. The remote sites are the North Pole Branch Library, University of Alaska, Fairbanks, Rasmuson Library (for ILL and reciprocal borrowing), and two high schools, West Valley and Lathrop.

The remote sites in the West Valley and Lathrop High schools and at Rasmuson Library are excellent examples of interlibrary cooperation. For more information on this project see Sourdough, Vol. 19, no. 2, April 1982.

During 1984 the Borough Library will be adding two subsystems: the acquisitions subsystem will enable us to create orders and maintain books; the public access catalog subsystem will enable us to provide an online catalog utilizing touch terminals as well as keyboard access. Our WLN archival tape will be loaded into the CLSI system to upgrade our records to full bibliographic records.

WLN has contracted for an interface between WLN and CLSI which will allow transfer of bibliographic data from one system to the other.

Section Five, Part Two:

Alaska State Library
Media Booking/Circulation System

Media Booking System

Participants are Anchorage School District: Center for Instructional Telecommunications, Anchorage Community College, Media Services; University of Alaska, Fairbanks; Alaska State Film Library - Anchorage, and Alaska State Film Library - Juneau. All are connected to a Prime 450 located in Anchorage.

Status: The State Library Film Centers are currently using the system and have been since November 1983. Though the contract called for a turn-key media booking system, the State Library is serving as the developmental site for the software. At present, it is possible to book interactively on line, generate mailing cards, print media order response forms, search the State Library's database via title key word, subject, etc., and check materials in and out. The State Library is continuing to work with the vendor on software development. Beyond assuring that all the basic scheduling and mailing functions are working as specified in the RFP, highest priority is bringing other participants into the system. By fall, all the initial participants should be in operation.

Projections: Experimentation with dial up users is projected to begin during the fall of 1983, and sufficient experimentation will have been done to recommend hardware configurations to users who wish this capability. As of May 1984, the Apple IIe had been used successfully with the Hayes Smartmodem 1200 and Softerm I & II software to enter the system via a dial up port. The Hayes Micromodem II has been used successfully at 300 baud with the same software.

Circulation System

The State Library also purchased the CTI circulations system at the time the media booking system was negotiated. This circulation system is currently up and running at Pomona Public Library. It and the media booking system are fully integrated (i.e. both use the same commands and where possible the same programs to support functions). The title files for books and films are separate. CTI provides standard circulation features and an on-line catalog with multiple access points including title key word and soundex (search by pronounciation rather than spelling of a word) capabilities. A pilot project is planned during FY85 using the CTI circulation software running on the state's Prime installation in Anchorage. It is expected that two sites will serve as test sites. No choice of sites has been made to date. If you're interested in serving as a test site, contact Pat Wilson at the Alaska State Library.

Section Five, Part Three:

Anchorage Municipal Libraries Automated Integrated Library System

(by Lennie Stovel)

In 1983, the Anchorage Municipal Libraries issued a Request for Proposal for an integrated library system for circulation, online catalog, acquisition, and serials control. After a detailed evaluation process, Geac Computers International was selected, and a contract was signed in February 1984. The system will be installed in two phases, and will ultimately consist of a Geac 8000 computer with 1.28 megabytes of memory, two 675-megabyte disk drives, a tape drive, a 300-lines-perminute printer, and 117 terminals. There will be 21 circulation terminals with light pens, or wands; 20 terminals in Technical Services, with wands and with the capability of inputting and displaying the full ALA character set, including special characters and diacritical marks; 25 full ALA character set terminals at reference desks and in staff offices, and 50 online public access terminals. There will be terminals at all branch libraries. In addition, the contract includes the development and installation of an online interface connecting the Washington Library Network with Anchorage's Geac system.

The software for the system, the Geac Library Information System, was also purchased from Geac. It consists primarily of four interconnected modules. The first to be installed and used will be the MARC Records Management System (MRMS), which gives us the ability to manipulate MARC records stored in our system. We will continue to do all our cataloging through WLN, and we will load records from WLN into our Geac computer to form our data base. This MRMS module gives us the ability to update our records directly, and to add records for items that we would not input into WLN. The second module to be installed will be the Circulation Control System -- the ability to check books in and out, place holds (what we now call reserves), produce overdue notices and bills, register patrons, and so forth. The third module, the Materials Acquisition and Serials Control System, gives us the ability to create records for items on order or received and waiting for processing, and it provides us with financial control and reporting. It also allows us to check in our serials. The last module, the Online Public Catalog System, will let our patrons use a terminal instead of a card catalog to find out what our libraries own.

The implementation schedule calls for the initial hardware installation in the first quarter of 1984: data base conversion (taking our records from WLN and loading them into our Geac computer) in the second quarter of 1984; item labeling (putting machine-readable bar code labels in all our books: this will require the closing of branches for a week at a time on a rotating basis) during the third quarter of 1984; beginning automated circulation in the fourth quarter of 1984; beginning automated acquisition in the first quarter of 1985; and making the online catalog available for public use in the third quarter of 1984, or, more accurately, concurrent with the opening of Anchorage's Headquarters Library, which is now scheduled for occupancy in September 1985. A future expansion will be to add the hardware needed to use Geac's Community Access Module, a piece of software included in Geac's Library Information System. This will enable people outside the library -- for example, other librarians or home computer users -- to dial into our computer and search the online catalog. We are also discussing how best to link our local system with WLN and with other local systems in Alaska, as well as how to use it internally in combination with other online resources.

Following an enthusiastic competition among the staff, the system has been dubbed "Noah," after Noah Webster, the father of the dictionary. As of the middle of May, the central computer system has been installed, and we have received training in its operation; all 26 terminals in the first phase have been delivered and four have been installed for testing and demonstration purposes; and we are working to provide Geac the information they need to make the system conform to our circulation and cataloging policies. We will receive training in circulation, MRMS, and the online catalog in June. We began our patron pre-registration drive with a ceremonial presentation of card number one to Mayor Tony Knowles, card number two to his wife Susan, and card number three to their daughter Devon. We are on schedule so far. We have found the Geac staff to be cooperative and easy to deal with, though overburdened and not able to give us the constant attention we would like. They have hired a local field engineer to maintain our equipment. The computer actually lives in the Municipality's computer room in the Hill Building one block from the interim Loussac Library; ultimately it will be moved to the Headquarters Library, where a computer room is being built to accomodate it.

Section Five, Part Four:

Virginia Tech Library System (VTLS)

The University of Alaska statewide system is in the process of implementing an on-line computer-based library distribution system; the system chosen is the Virginia Tech Library System (VTLS) and UA's system is already nicknamed GNOSIS. GNOSIS runs on an Hewlett Packard computer; UA will begin the system using an H-P 3000 series 3 computer, which will later be superceded by an H-P 3000 series 68. The computer will be housed on the Fairbanks campus; daily management of GNOSIS will be accomplished by a team of librarians from Rasmuson Library.

GNOSIS has several components. The on-line catalog, and on-line circulation system will be first up. Later, the conspectus for the Alaska collection development project will be on-line (see under Collection Development in this publication) and also a variety of Alaska information indexes, including indexes of oral history collections, archival materials, photograph collections, newspapers and the Bibliography of Alaskana.

A statewide governance council will determine development and direction of GNOSIS. It will be composed of five voting representatives from UAF, UAA, UAJ, ACC and CCREE (community colleges). There will also be three ex-officio members: representatives from the WLN Users Group, the Alaska State Library, and the GNOSIS manager.

The numerous units of the University system will be brought into GNOSIS in a phased method. Rasmuson Library will be first, with completion of that project target for Spring 1985. Other UA libraries will then be added, in a sequence to be based on guide lines established by the GNOSIS Governance Council.

Terminals in individual libraries will be the HP150 microcomputer; being a micro, the HP150 will access GNOSIS and also can be used for other applications - i.e., with software packages for such uses as word processing, files, statistical computation, etc. (use limited only by the number of software packages available for the HP150). Electronic mail capabilities will also be available. Libraries needing to input foreign language catalog records will also have a second type of terminal - this one a CRT with keyboard containing the full ALA character set.

An interface between WLN and the VTLS will be developed shortly so that records can be directly downloaded from WLN into GNOSIS instead of being transferred by tape.

Section Six:

Future Possibilities/Considerations For Integrated Library Automation In Alaska

(Nancy Lesh, Associate Director
University of Alaska, Anchorage Library

In keeping with the spirit of involvement of the total community of Alaskan librarians as the basis of the Alaska Library Network, plans for local automation systems being installed now and in the future would hopefully include the ability to link these systems between themselves and between the bibliographic utilities serving them.

Most libraries in the state who are currently getting their records in machine-readable form are using the full MARC format to do so. As stated elsewhere in this publication, having the library records in full MARC format will give the library the most flexibility for future automation development. The MARC format records can be manipulated in a number of ways - pulling off COM products of full records, putting tapes of parts of the entry (example - short title, author and call number) into a circulation system, putting the full records into an on-line patron access catalog, etc.

When choosing an automated system, one consideration should be that the system allows the use of MARC format for records. When the library has its records in MARC, it will then be able to add its records to any and all systems using MARC (and the best systems all do use this standardized format). The library would be able to use its records in its own local system, in a shared local, regional, or state system, or in a new system the library might buy to replace an earlier system used. Experts in the field say that libraries should expect to upgrade or replace local automated systems about every seven years. This makes it even more imperative that a library's records be in a standardized format so that they don't have to be rekeyed every time a new system is installed.

Having a number of libraries' records in the same MARC format will allow a group of libraries to join together to install a local system such as a circulation system and/or on-line patron access catalog. Without the commonality of the standardized format, some if not all of the libraries would have to key in their entries again so that all were compatible.

So, for maximum flexibility in future automation developments, library records should be in the MARC format in machine-readable form. This is the foundation for automated resource sharing.

A second major consideration in planning for automated local systems is that these systems be able to interface (talk to and exchange information with) the bibliographic utility they use and that they be able to interface with other local systems. For example, the automated local system the University of Alaska libraries are presently installing (VTLS) will have an interface with WLN. This means the libraries' circulation systems and on-line patron access catalogs will be able to have bibliographic records in the WLN database loaded directly into them from WLN; the records will not have to be keyed separately into first WLN and then into the circulation system and the on-line catalog.

Further, it is planned to develop an interface between VTLS and the other three circulation systems currently installed or being installed in the state. These interfaces will allow the University of Alaska, Anchorage Library, for example, the ability to access the Anchorage Municipal Libraries automated catalog and circulation system to see if AML has a title and if it is in the library (not checked out) and available for borrowing; UAA might then be able to place a hold on the title. UAA could also access the automated system at Fairbanks North Star Borough Library and the Alaska State Library for the same reason. And each of those could access the University of Alaska system and each other.

For maximum resource sharing, one can easily see how powerful a tool interfacing will be as more and more Alaskan libraries install automated systems.

Interfacing between different systems is not easy to arrange. The systems are not designed originally to speak to and exchange information with other systems; their components, languages, etc., are often different; standardization is still being structured, and vendors are not always eager to facilitate the concept of interfacing.

There are several developments on the horizon, however, which provide hope. One is the near completion of the Linked Systems Project sponsored by Library of Congress, where-by there will be the ability between several computer systems (including Library of Congress and WLN) to exchange bibliographic and authority records. Also, a number of vendors are discussing how to interface their circulation systems with the major bibliographic utilities (such as WLN) because they realize such an interface would be useful to their customers. (One point to consider for inclusion in an RFP for an automated circulation system would be the system's ability to interface with the library's bibliographic utility.)

To get interfaces between various local systems librarians will need to demand this capability from the systems they are interested in, and they will have to work together to get these in place. It stands to reason that when a library is considering a local system for purchase, some special thought should be given to the systems already up in the state (now and future ones) to see if they would be a viable choice to fill the library's needs and to avoid proliferation of many systems for which interfacing could have to be developed in order to maximize resource sharing.

Discussions regarding interfacing among local systems in Alaska have just begun to take place among the libraries currently using or installing such systems. For further information on this, please contact Nancy Lesh.

The future for resource sharing in Alaska is made rosier because of the advantages technology will bring to it. However, librarians must be sure that we see that the technology allows us greater sharing and cooperation opportunities and does not, instead, isolate us from each other because of the inabilities of machine communication!

CHAPTER THREE

RESOURCE SHARING AND DISTRIBUTION IN ALASKA

Introduction:

This chapter begins with general information about microforms and sources for microfiche readers.

The next sections describe the basic tools of resource sharing in Alaska, which are on microfiche; they include the ALN Cat, Alaska Union List of Serials (AULS), Alaska Newspaper Index, and guides to major collections. Information about these follows, as well as information about the projects that created them. There is also a section on the Alaska Information Resources Sharing project (AIRS) which is a distribution system.

A crucial part of resource sharing is delivery. The next part focuses on a general overview of interlibrary loan in the state, and examples of electronic mail systems and telefacsimile delivery.

Section One:

Microforms: Tools and Collections Available in Alaska, and Suggested Equipment to use with them.

EVERY ALASKAN LIBRARY SHOULD HAVE A MICROFICHE READER!

Librarians in the state are already familiar with the fact that the basic resource sharing tools for the Alaska Library Network are in microfiche format. They include the ALN Cat, the Alaska State Library Film/Video Catalog, and the Alaska Union List of Serials (AULS).

Additionally, more and more major sets of materials are being purchased by Alaskan libraries in microfiche; also, indexes to major collections in the state, such as the Guide to Historic Photographs in the Alaska State Library, including a selection of photographs on microfiche are being produced and distributed. They represent a wealth of knowledge but are difficult/if not impossible to use without a reader. Therefore, the recommendation that each Alaskan library should have a reader out and available for use in the facility.

Each of the designated research and resource libraries in Alaska (Alaska State Library, Juneau Memorial Library, University of Alaska - Anchorage, Anchorage Municipal Libraries, Fairbanks North Star Borough Libraries and Rasmuson Library, UAF) have fiche duplication equipment. When a borrowing library requests through ILL a report, book, journal volume, etc. that the lending library holds in microform, the lending library may make a copy of the fiche on fiche to send to the borrowing library. This fiche does not have to be returned; it can be given to the patron or kept in the library's collection or thrown away when it is no longer needed. (Note, however, that the lending library might send the original fiche from their collection; in this case it should be returned.)

A list of some of the collections available throughout the state on microform is included in the latest edition of the Alaska Library Network Interlibrary Loan Manual (available from the Alaska State Library). Familiarize yourself with the possibilities, get a reader in your library if it isn't already there, and utilize the resources available to us in this format in the state.

A sample list of table top microfiche readers available follows:

Sources for Microfiche Readers

When buying microfiche readers, it is usually possible to select lenses with the magnification you want. If the reader you select for use with the ALN Catalog or the Film/Video Catalog contains only one lens, make certain that the lens can handle 42X COM (Computer Output Microfiche reduced 42 times from the original size). Other factors that you should consider in selecting a microfiche reader are the size and configuration of the viewing screen, image clarity, ease of cleaning and general ease of use. You may also have special circumstances that make either a hand-held reader, a table top reader, or a portable reader best for you. The following list provides information on some of the microfiche readers on the market which come with the necessary lens option. The model name, approximate costs, and national distributor addesses are included for table top models and portable models.

Table Top Microfiche Readers

Model	Approx. Cost	Distributor
Agfa Gavaert Copex LF 101 Microfiche Reader	$265 w/single lens	Afga-Gavaert, Inc. 275 North Street Teterboro, NJ 97608
Canon Canorama 360T Microfiche Reader	Reader $220 Lens $83	Canon U.S.A., Inc. 10 Neveda Drive Lake Success, NY 11040
Datagraphix Datamate 100 Microfiche Reader	$268 w/two lenses	Datagraphix, Inc. Box 82449 San Diego, CA 92138
Micro Design 925 Microfiche Reader	$240	Micro Design Div. of Bell & Howell 857 W. State Street Hartford, WI 53027
Micro Design 935 Microfiche Reader	$299	
Micron 770 Microfiche Reader	$243 w/single lens $307 w/two lenses	Micron Corporation 200 Industrial Road Iron Ridge, WI 53035
NMI 14 Microfiche Reader	$253 w/single lens	Northwest Microfilm, Inc. 1600-67th Ave. North Minneapolis, MN 55430
NMI 90 Microfiche Reader	$289 w/single lens $364 w/two lenses	

Portable Microfiche Readers

Model	Approx. Cost	Distributor
Map Cube Microfiche Reader	$275 w/single lens	Information Design, Inc. 1300 Charleston Road Mountainview, CA 94043
Micro Forty Four (ABR-44) Microfiche Reader	$149.95	Micro Design Div. of Bell & Howell 857 W. State St. Hartford, WI 53027
MISI Monitor	$149	Micro Information Systems, Inc. 467 Armour Circle NE Atlanta, GA 30324
Realist Agent Microfiche Reader	$228	Micrographic Division Realist, Inc. N. 93 W. 16288 Megal Dr. Menomonee Falls, WI 53051
Realist Executive Portable Briefcase Reader	$164 w/single lens	
Realist Viking Portable Microfiche Reader	$109	

In-state suppliers of microfiche readers include Yukon Office Supply, with offices throughout the state, and Bowers Office Products, Inc. located in Fairbanks.

If you have additional questions regarding microfiche readers, contact the Alaska State Library Center nearest you.

Anchorage Center
650 International Airport Rd.
Anchorage, Alaska 99502
(907) 561-1132

Juneau Center
Pouch G
Juneau, Alaska 99811
(907) 465-2916

Note: It is helpful to order replacement bulbs and maintenance manuals at the same time equipment is ordered.

Section Two:

The Alaska Union List of Serials: Component of the Alaska Library Network

(M. Diane Raines, E.E. Rasmuson Library, UAF)

I. What is the Alaska Union List of Serials (AULS)

AULS is a computer-generated cumulative alphabetical title listing of the serial and periodical holdings of some 52 Alaskan libraries as represented by some 154 holding symbols. Including cross reference entries, about 26,000 titles are currently listed in this quarterly microfiche publication of the Information Access Services Department of the Elmer E. Rasmuson Library (UAF).

II. Some useful definitions and acronyms

A. Serial - A publication in print or non-print form, issued in successive parts, usually numbered and dated, and intending to be continued indefinitely. They can come out with a regular or irregular frequency, change title, and stop or suspend publication. Examples: Time, Alaska Fish Tales and Game Trails, Journal of School Health, and Annual Report Alaska State Housing Authority.

B. Union list of serials - An inventory listing of the serial collections of two or more participating institutions. By the use of specific location symbols and summarized holdings statements, it is possible to tell who owns a particular serial and what years or volumes they have.

C. AULS - Alaska Union List of Serials.

D. ALN - Alaska Library Network.

E. WLN - Washington Library Network.

F. UACN - University of Alaska Computer Network.

III. What is the purpose of AULS

The purpose of AULS is to provide a resource sharing tool which can be used for verifying ILL requests and developing cooperative collection development strategies, and an internal tool for a library to use in accessing its own serials collection.

IV. Who is participating in AULS

When AULS began quarterly production in 1979, there were 11 pilot participants in Alaska in addition to libraries located on the UAF campus (where it all began). That figure has grown to 52 Alaskan libraries (including 8 on the UAF campus). All sizes and types of libraries are listed from the highly research-oriented collection of the UAF Geophysical Institute to the 80 school libraries that make up the Anchorage School District. A complete list of participants is available upon request.

V. Using AULS

A. Generalities:

The introduction, which is included on every quarterly fiche run, gives instructions for use and how to interpret entries. For the most part titles have been listed as they appear on the item, not under formal cataloging entry. The liberal use of see references aids the user.

Sample entry: (Numbers in parentheses ( ) do not appear in the actual entries; they identify an area of the entry which is described immediately below:)

```
         (2)ISSN 0160-3345
03315000 (3) Alaska Economic Trends
         (1)01     (4)AK      (5)PER HD5725.A4A29      (6)(1968)+
            11        AKAU       REF AK HD8053.A4A44      (AG.1968)+*
            10        AKJU                                (1979)+*
            03        AKS                                 (1974)+
            09        AKSJ                             (8)CURRENT ISSUES
            04        ASL        HL 331.11A            (7)1(1961-72)*
            07        BOM                                 (1965)+*
            08        FSL                                 (1970)+
            06        LRL                                 (1976)+
            02        NARL                                CURRENT ISSUE
            05        UDA                                 (1966)+
                             (9)CONTINUES TRENDS IN ALASKA'S EMPLOYMENT AND ECONOMY
```

(1) Internal control numbers used by computer
(2) ISSN, a unique national number assigned to each serial used for identification purposes.
(3) Title of the periodical.
(4) By checking this symbol in the directory in the introduction it is possible to tell who owns it.
(5) Gives call numbers for those libraries assigning call numbers. This column also gives the particular school that owns the item for AKAS (Anchorage School District) holdings.
(6) This column gives holdings for each library (if a library does not have any holdings specified, a # is used in this column).

(7) 1 (1962-72)*
Shows holdings begin with volume 1 in 1962 and are scattered (incomplete) through 1972.
(8) Shows how long they keep it.
(9) Indicates a former title.
+ Indicates complete holdings from date given.
* Indicates scattered (incomplete) holdings.
+* Indicates scattered holdigns but title currently being received.

B. Tips on how things are filed.

1. Filing is done manually, not by a computer sort.

2. Look for initialisms (e.g. A O P A) at the beginning of the letter. Acronyms may be alphabetized as if a word or they may be at the beginning of the letter.

3. Interfiling: Year book and Yearbook are interfiled as are many abbreviations and their full form such as U.S. and United States.

4. Punctuation is generally ignored except some periods. When the period separates the title (coming first) from the author (coming second), then the period affects the filing, e.g.:

   Yearbook. Royal Society

   is filed before

   Yearbook Australia

   Typical of this pattern is Annual Report.; Bulletin.; Agenda.; Circular.; and Report.

C. If you don't find it at first...

1. Check under variant form of title: Since interpretation of what is the title do vary, try National Assessment Society Report if you don't find it under Report. National Assessment Society. Be flexible in trying both Bulletin. Society and Bulletin of the Society.

2. Try the ALN fiche: The ALN fiche is also a good source for finding serials as well as series. When a WLN library chooses not to handle something as a serial its holdings won't be in AULS, but it will show they have the title in the ALN fiche.

VI. Current status and future prospects

Currently AULS is produced in microfiche on a quarterly basis from dat which has been input into UACN. Almost from the first inception of AULS there was hope that someday it would be put into WLN, making it included in the ALN fiche and searchable on-line. Present announcements by UACN concerning upcoming hardware changes, the antiquated AULS program, and the inability of one library to manage this monumental database have made the need for this transition imperative.

The migration of AULS from an independent component of the Alaska Library Network to one integrated into the ALN Cat (by virtue of having the information in the WLN database) has been finalized and will be taking place over the next year.

A final edition of AULS will be produced in summer 1984, and distributed as usual to all receiving libraries. Keep this edition until notice is given to Alaskan libraries that most or all of the information included there has been put into WLN; this process may take up to two years. In the meantime, it will be necessary to search both this last edition of AULS and the next (and succeeding) editions of the ALN Cat for serial holding information in Alaska.

Most of the listings in AULS will be transferred to WLN; the format will look similar.

Rasmuson Library is now in the process of the first step of preparing the listing information to be entered into WLN; through an interlibrary cooperation grant from the State Library, they are identifying all the bibliographic records in WLN which match listings in AULS. Next, libraries listing their holdings in AULS will be sent a print-out of their specific holdings and asked if they want them put into [illegible] if they do, corrections and additions to the list will be made by the library. These lists will then be sent for inputting. At present, it is anticipated that WLN members in Alaska will input their own holdings; non-WLN members' holdings will probably be input by a grant from the Alaska State Library.

Further information will be disseminated as it is finalized. For questions contact:

M. Diane Raines
Information Librarian - Serials & AULS Editor
Elmer E. Rasmuson Library
University of Alaska, Fairbanks
Fairbanks, Alaska 99701
(907) 474-7206

Section Three:

The Alaska Newspaper Indexing Project

(Marguerite Cornwall, Project Coordinator)

The Alaska Newspaper Indexing Project is a co-ordinated effort by Alaskan libraries to index several newspapers in order to make available this invaluable resource for those interested in pursuing Alaskan subjects. It is funded by legislative Interlibrary Co-operation Grants and in part by the Fairbanks Daily News-Miner and the Alaska Historical Commission.

At present the participating libraries are:

Alaska State Library
Fairbanks North Star Borough Public Library
Kegoayah Kozga Public Library, Nome
University of Alaska, Anchorage
University of Alaska, Fairbanks

The papers currently indexed are:

Anchorage Daily News
Fairbanks Daily News-Miner
Juneau Empire
Nome Nugget
Tundra Times

The Alaska Newspaper Index is being produced by Information Access Company in Belmont California as an online database on Lockheed's Dialog. At present it is a test file but will be available nationally and internationally for online bibliographic searching in the near future. The Index is also being distributed statewide in microfiche format. A mailing list has been established and interested institutions are encouraged to enquire about receiving copies of the Index. Each monthly set of fiche is cumulated to contain all data from the beginning of the project so that a system of re-use of superceded issues by additional libraries would be effective.

Anyone intereced in participating in this project is welcome. Most effort to date has been on current indexing and there are still many valuable papers representing specific communities and regions that would add appreciably to the resources on Alaska. A second aim is to locate indexers who would be interested in adding short-run historical newspapers to the Index. It is not difficult to index once a person gets familiar with the method; so if you are interested - get involved! Don't be afraid that you won't be able to do it!

The Alaska Newspaper Index is produced on-site at the above-mentioned libraries on Apple II computers with software provided by Information Access Company. Equipment has been purchased with grant monies and the libraries involved are contributing indexing time and/or administering grants that provide for indexing. The original sites do their own input but the current legislative grant is allowing for centralized input at Rasmuson Library at the University of

Alaska, Fairbanks. Training for new indexers is also available and support materials, such as a thesaurus of Alaska terms and input and indexing manuals, are being produced.

The Alaska Newspaper Indexing Project is an exciting aspect of Alaska's resource sharing endeavors and welcomes any participation, large or small, that may be forthcoming. For more information please contact the project co-ordinator.

Marguerite (Marnie) Cornwall
Alaska Polar Regions Department
Elmer E. Rasmuson Library
University of Alaska, Fairbanks
Fairbanks, Alaska 99701
(907-474-7279)

Update June 1984

During the late spring 1984, librarians involved with indexing discussed, during their monthly teleconference, how the project was going over all. There was unanimous agreement that the index is of vital usefulness in Alaskan libraries; there was also concern about the amount of staff time going to indexing at the participating libraries, and whether this could continue. Another new development is also scheduled to occur - the indexing of the Anchorage Daily News into the database used by View-Text - that will influence the direction the Alaska Newspaper Indexing will take.

Based on the discussion during the teleconference, and from meetings with other librarians statewide, tentative thought is being given to decreasing the number of papers indexed at the current time in order to maximize staff resources available statewide. Further information will appear in AkLA's Sourdough or Newspoke. Watch for it.

And, as stated above, if you are interested in participating in the Alaska Newspaper Indexing Project, please contact Marnie Cornwall.

Section Four:

Alaska Information Resource Sharing (AIRS)

The Alaska Information Resource Sharing (AIRS), a component of the Alaska Library Network, came from a brainstorming session held by Alaskan librarians (Phyllis DeMuth, Bob Geiman and Dick Engen) during the Western Council of Libraries meeting on Resource Sharing held at Snowmass, Colorado in 1981.

The idea was to have a logo for the publications/products developed by Alaskan libraries which are distributed statewide and which further resource sharing in the state.

Rasmuson Library staff designed the logo; the Alaska State Library bought a supply of microfiche binders with the logo imprinted on them to distribute the first products under the AIRS design. And an idea had come to fruition!

The publications distributed under the AIRS logo so far have been two: A Guide to the Alaska Packers Association Records, with a selection on microfiche and A Guide to Historical Photographs in the Alaska State Library, including a selection of photographs on microfiche.

If any Alaska library has a product such as an index to a major collection, photographs, bibliography, etc., that lends itself to resource sharing consider distributing it under the AIRS logo. For further information, contact Bob Geiman or Dick Engen.

AIRS

ALASKA
INFORMATION
RESOURCE
SHARING

ALASKA LIBRARY NETWORK

Section Five:

Alaska Resource Data Base (ARDB)

Purpose

Make Alaska natural resource-related grey literature accessible. Emphasis is on material generated within the state, available from at least one identified location.

Provide access by geographic location (e.g., Alaska Peninsula, Alaska Interior, Bristol Bay) of the material.

Provide scientific, in-depth indexing to natural resource-related publications.

Details

Managed by U.S. Fish and Wildlife Service's (USFWS) information transfer specialist.

USFWS has determined that commercial sources provide the broadest possible access and has selected Lockheed (Dialog) for this reason.

On USFWS private file--access upon request, once the data base is up.

Search costs lowest possible (only Dialog's cost--no royalty to USFWS).

Initial loading--about 3,000 bibliograhic entries including:

700 citations from USFWS, such as Refuge reports, Habitat resources files, Coastal Mining resources, etc.

2,000 from previously published bibliograhies by AEIDC.

AEIDC's Part

AEIDC, with partial funding from an HB-92 grant, has submitted several of its bibliographic files in order to help evaluate the adequacy of indexing and the several types of regional access. AEIDC appreciates any feedback from users.

AEIDC's listings include:

900 citations from AEIDC's Comprehensive bibliography and index of environmental information along the three alternative gas pipeline routes. 1978-1979. Locations within 15 miles of the three alternative pipeline routes accessible by pipeline miles.

400 entires from AEIDC's Comprehensive bibliography and index of environmental information for the Northwest and lower Yukon-Kuskokwim areas of Alaska. 1979. Geographic access by place names, township and range, and longitude and latitude.

850 entries from AEIDC's Comprehensive bibliography and index of environmental information for the Beluga-Susitna, Nenana, and western Arctic coal fields. 1978-1979. Geographic place names.

For further information, including the announcement of when the ARDB is up and running, application for access, and how to search its various subsets, contact Barbara Sokolov at:

AEIDC, University of Alaska
707 A Street
Anchorage, Alaska 99501

Section Six:

Interlibrary Loan in Alaska

General Overview of Interlibrary Loan (ILL)

No library collection is so large or so complete that it can meet all the information needs of its users. Therefore, in order to adequately serve their patrons, libraries have established reciprocal agreements to lend their resources from one library to another.

Interlibrary loan (ILL) is the service that facilitates the sharing of library resources. These resources are lent or borrowed throughout the state, the region, the country or the world. It is a reciprocal service with libraries in Alaska, and elsewhere, lending as well as borrowing. Any individual or library may borrow materials through interlibrary loan. The ease with which this program functions is dependent on the understanding of the program by those involved. Since so many libraries are involved it is necessary that interlibrary loan requests be handled in a uniform way throughout the state. For detail see the Alaska Interlibrary Manual, 1983.

The Alaska Library Network

The Alaska Library Network provides protocols and procedures for searching library collections within the state before requesting an item from an outside library. To facilitate this search the state is organized in three geographic regions. Each region has a number of public and school libraries, community college and special libraries plus a designated Regional Resource Library and a designated Regional Research Library.

The Resource Library is a library with a substantial general collection, and the Research Library has a collection whose breadth, scope and depth supports scholarly and technical research. These resources are tapped in a prescribed series of steps. The library first searches its own collection; if the material is not in its collection, the ALN Cat is checked. If the needed material is listed in there, an ILL request should be sent directly to the holding library, (borrowing from the library closest in the area). If the material is not listed in the ALN Cat, next check other libraries in the locality whose holdings are not listed in the ALN Cat.

If the material is not available then the request is routed to the Resource Library in the region. Major collections in the region are then searched, followed by those of other regions in the state. If the item is not available within Alaska, requests for printed materials may then be routed to libraries in the northwest or to the University of Washington Libraries' Resource Sharing Program in Seattle. Requests are sent "Outside" when items are not quickly available within the state or when the item is not owned by Alaska libraries.

There are no restrictions for borrowing materials from libraries in Alaska as long as the request is in keeping with Copyright regulations. It is strongly recommended, however, when the material needed is not available in-state that libraries give serious consideration to purchasing the item if it is currently in print and under $15.00.

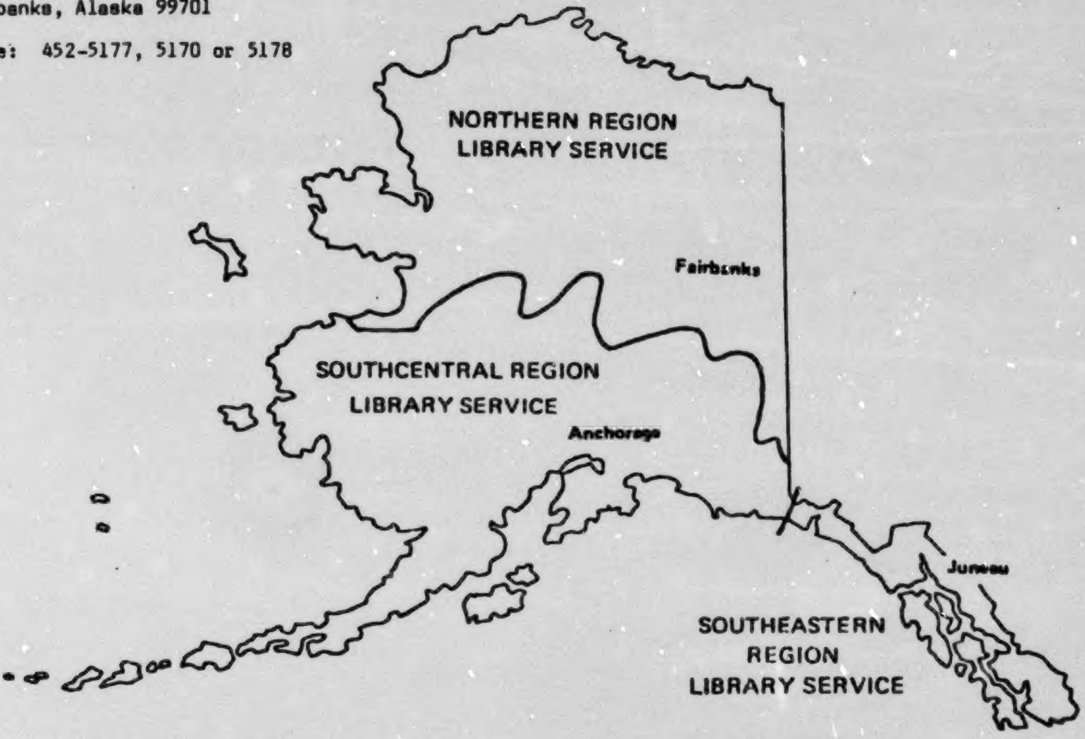
REGIONAL INTERLIBRARY LOAN SERVICE IN ALASKA

Northern Region Coordinator
Alaska State Library
1215 Cowles
Fairbanks, Alaska 99701

Northern Region Resource Library

Fairbanks North Star Borough Library
and Regional Center
1215 Cowles
Fairbanks, Alaska 99701

Phone: 452-5177, 5170 or 5178


NORTHERN REGION
LIBRARY SERVICE
Fairbanks
SOUTHCENTRAL REGION
LIBRARY SERVICE
Anchorage
Juneau
SOUTHEASTERN
REGION
LIBRARY SERVICE

Southcentral Region Coordinator
Alaska State Library
Southcentral Region
650 W. International Airport Road
Anchorage, Alaska 99501

Phone: 561-1132

Southcentral Region Resource Library

Z. J. Loussac Public Library
524 W. 6th Avenue
Anchorage, Alaska 99501

Phone: 264-4481

Southeast Region Resource Library

Alaska State Library
Pouch G
Juneau, Alaska 99811

Phone: 465-2988

Section Seven:

Electronic Mail Systems Commonly Used in Alaskan Libraries

There are three main electronic mail systems (EMS) currently being used in Alaskan libraries. A library with a microcomputer, a phone and modem, can dial into any of these and send a message if that library is a member of the system; the library will also have an "address" and be able to receive EMS messages on the system.

Participating in an EMS means that messages are transmitted instantaneously; there are no delays such as encountered using the U.S. Postal Service. Use of an EMS system is particularly helpful in sending brief messages, such as ILL requests.

A good one place list of "addresses" for Alaskan libraries using any of these systems is unfortunately not available. Some of the University of Alaska Computer Network (UACN) addresses of participating libraries are listed in the 1984 *Alaska Library Directory*; adresses for a number of libraries using Alaska Dept. of Education and EMS, and UACN are listed in the last edition of the *Alaska ALN ILL Manual*.

Each EMS has its individual costs and membership requirements. If a library is interested in being able to send and receive messages with this method, the following are a list of people to contact for more information:

Dept. of Education EMS System Norman Snyder DOE Pouch F Juneau, Alaska 99811 (907) 465-2875	Used in Alaska, largely among school districts and related organizations.
University of Alaska Computer Network (UACN) Richard Meeker Univ. of Alaska, Juneau 11120 Glacier Highway Juneau, Alaska 99801 (907) 789-4453	Run by University of Alaska. Also available to other State and local agencies, space permitting.
ONTYME Bill DeJohn University of Washington Resource Sharing Program University of Washington Libraries Seattle, Washington 98195 (206) 543-1878	Used for sending messages to Alaskan libraries who have "addresses" as well as libraries in the lower 48.

Section Eight:

Use of Telefascimile for Document Delivery in Alaska

In 1982, the Alaska State Library funded an Interlibrary Cooperation Grant request for a trial project aimed at improving document delivery to Alaskan users; the project was to fund the installation of four state-of-the-art digital facsimile machines in four major libraries for a one-year period to test need, use, delivery speed, etc.

Telefacsimile is the process by which a page of written material can be changed by machine into digital form, transmitted over telephone lines to another phone/ facsimile machine, translated back into printed form, and produced in paper copy.

Rapicom (brand name) machines were installed at the Alaska State Library, University of Alaska - Fairbanks (Rasmuson Library), University of Alaska - Anchorage Library, and at the Resource Sharing Program (RSP) at the University of Washington libraries in late fall 1982. To ensure compatability and message transfer, machines made by one company were used in all libraries. For the length of the project, the cost of requesting an article, document, etc., delivered via telefacsimile was borne by the grant.

At the end of the project period, the participating libraries decided to continue to keep telefacsimile machines in their facilites at their own expense.

If a patron at one of the participating libraries wants an ILL document delivered immediately, that borrowing library can request that it be sent via telefacsimile if the lending library has a compatible machine or access to one. Delivery time itself is almost instantaneous; turn around time for the request depends largely on the response of the lending library.

Each library sets its own policy for charging the patron for telefacsimile delivery. Charges range from nothing, if the library can afford to absorb the cost, to about $1.00 per page. Actually cost of the delivery was estimated at about 70¢ per page in spring 1984.

For more information about the ALN telefacsimile project, or information on the specifics of participating, contact the Alaska State Library.

A list of the libraries participating in spring 1984 follows:

Participating Libraries

Library:

Univ. of Washington RSP (206) 543-1878	Janice Thomas Ralph Teague	(206) 545-8049	Rapicom 6300
Alaska State Library (907) 465-2988	Carol Ottesen	(907) 465-2665	Rapicom 3300
Univ. of Alaska-Anchorage (907) 786-1828	Nancy Watson	(907) 561-1848	Rapicom 3300
Univ. of Alaska-Fairbanks (907) 474-7503	Carol Crosby	(907) 474-6689	Rapicom 3300
Alaska State Law Library (907) 264-0580	John Aiken	(907) 264-0733	Rapicom 3300
Mat-Su Community College (907) 745-4255	Leza Madsen Marcia Colson	(907) 745-5680	Rapicom 3300

CHAPTER FOUR

Introduction:

The following is the text of comments presented by the Alaska State Librarian, Dick Engen, during the AkLA Conference, March 1984.

State of the State Library
Sitka, Alaska, March 1984
(By Richard B. Engen
Director of State Libraries and Museums)

Almost seventeen years ago, I came to the Alaska State Library, and every year since then has been better than the year before; and I see absolutely no reason why this trend should not continue. Next year will be better than this year. The excitment of being a librarian has never been more evident. The discussions these past two days--cooperative collection development, automation, the Alaska Library Network--how can any of us here or our peers at home not feel the excitment that we as librarians do. By joining together cooperatively we can accomplish even more. The annual AkLA Conference is a time of re-charging for me and I am thankful that I have, because of legislative requirements, only had to miss three. I suspect it is the same for most of us. Not only do we visit with friends, both from previous meetings and new ones met for the first time, but we re-affirm the commonality that we share: Library/information services are important and by cooperatively sharing each of us can do more to meet the needs of our individual patrons.

As a case in point, the ALN Cat, which is right now in the process of being distributed to libraries throughout the state, includes 465,937 titles and over 795,000 holdings. That's 150% of the 1983 edition of ALN Cat. The first ALN Cat fiche catalog four years ago included approximately 60,000 titles. Our first automated bibliographic project was in 1975-76, working with WLN and the University of Alaska, Fairbanks to enter their Skinner collection of Alaskana as a retrospective collection. We produced a printed book catalog from those holdings which was distributed. Approximately 5,800 titles were listed. It was a marvelous resource at the time and actually had international distribution. I leave it to you to figure the percentage of increase from 5,800 to 465,000.

Copies of the ALN Cat are sent to libraries throughout the state. If you've not received one in the past, please contact the State Library. The basic requirement is that you have a fiche reader so that it can be used. The ALN Cat makes available a tremendous range of material, listed by author, title and subject, for residents of each community and is a broad base for interlibrary loan. The specific location of each of the books is known and its call number. It is also an excellent cataloging tool with full cataloging available under the title listing for materials held in Alaskan libraries. The Alaska/WLN participants are working now on developing plans and proposals for adding additional Alaskan library holdings to WLN. Among the possibilities are cluster or area memberships. More information will be coming out on this.

Automation is also directly assisting the five libraries in the state that are indexing newspapers for a common statewide index. This index is also available in microfiche format and is being distributed to almost 80 libraries statewide. More than 65,000 entries are included. An Interlibrary Cooperation Grant is paying the production costs of the index, programming, running it on the main computer at Information Access Corporation, authority control and for the Apples used in the indexing. However, the individual libraries are contributing the staff time necessary for indexing. There is greater and greater difficulty in absorbing the staff intensive work in this activity. But the importance of having access to this information on current and eventually historical Alaska contemporary news is so very important that some way must be found to continue it. The libraries presently participating include the University of Alaska, Fairbanks Rasmuson Library; Fairbanks North Star Borough Library, University of Alaska, Anchorage Library; the Alaska State Library; and Kegoayah Kozga of Nome.

In FY 1984, 78 communities have received Public Library Assistance Grants as compared with 68 last year. Of the total money provided in grants, it might be interesting to take a look at the expenditure of those funds at the local level.

Salaries	Library Materials	Equipment	Supplies, Utilities, Travel
$140,330	$204,743	$81,423	$154,998
24%	35%	14%	27%

It is impressive and gratifying to see the percentage expended for library materials and to realize the increase in materials available locally to serve Alaskans information needs. Our records indicate that 66% of the public libraries receiving grants have microfiche readers available. As several of these are new libraries, it may be that an even higher percentage actually have readers now. Grants funds can be used to purchase readers. Fiche readers are not only for using the ALN Cat; the State Library Film/Video Catalog and the newspaper index are also in fiche format. In addition to these index/catalog listings, the range of material available in microfiche and the ease of sharing of this material is so great that every library has a need for a fiche reader. Just as examples, the State Library has issued a collection of its historic photos in fiche format covering approximately 7,000 photos; the University of Alaska, Fairbanks Archives has also started issuing a selection of historic photos in fiche format which will also be distributed shortly; the Alaska Packers Association material is available in fiche format (these are the actual source documents); the Congressional Information Service provides information including the serial set of U.S. Documents; various statistical publications, most census material, Congressional Hearings are available in this format; ERIC (Educational Research Information Center) reports are available in fiche format and can be sent to individuals to use. Normal procedure is to copy the fiche and send that copy to the requesting library with no requirement of return. This is a quick and efficient method for providing research information for your patrons, as each fiche can contain up to 98 pages (or even more in the case of comfiche).

New legislation has been introduced at the request of the Governor, House Bill 598, to remove the requirement for a cost of living increase in local appropriations from the Library Assistance Grant Program. This should be a non-controversial legislative measure as what it does is remove a requirement that has now been determined to be unnecessary and has no cost connected with it. (Ed. note: This bill died in committee in the House.)

Another cooperative resource sharing activity is the policy of the State Library to provide a local public library with copies of local newspapers that are filmed by the State Library. The State Library and Rasmuson Library share microfilming of Alaska newspapers on a cooperative basis. This is an ongoing program. If you do not have the long run of newspapers on microfilm from your community, please contact us. If it is an extensive run we may ask you to purchase the film for duplication. However, if it's a relatively short run, 10-15 reels, we will merely supply it to you. These copies are only available from the State Library for papers filmed in state, not those done by Bell & Howell, Library of Congress, or others.

An outstanding collection of early Alaska, Siberia, and Russian Culture material has been received by the Alaska State Library from the will of Michael Vinokouroff. The 260 boxes of material include books in Russian and English, manuscripts and Mr. Vinokouroff's papers and notes. For many years Mr. Vinokouroff worked at the Library of Congress with the Russian Orthodox Church records. His father was born in Sitka while it was still under Russian rule, and the collection is given in memory of his grandmother, Nadezhda Ivanovona Vinokouroff whose grave is marked in the Sitka Cemetary. Many unique items are included in this collection.

As part of resource sharing activity, the Alaska State Library continues making available records and manuscripts on microform. The Alaska State Library purchased microfilm from the National Archives of U.S. Office of Territories Alaska records and U.S. Bureau of Indian Affairs records on schools and reindeer. Copies were made for Alaska's research centers and others wanting specific records. The Alaska Packers Association records on microfiche are available in 15 libraries in Alaska and the Pacific Northwest. The guide to the collection has been distributed to libraries in communities with APA canneries and to document depositories.

The State film centers in Juneau and Anchorage continue to serve borrowers statewide with schools remaining as the primary users. Sixteen millimeter film circuits also serve many communities. The new media booking system has been installed and in use for the state film centers since November. It is expected that Anchorage School District, University of Alaska, Fairbanks and Anchorage Community College will begin use of the system this Summer. Although original plans were for this to be a turn key system, it has proven to be a developmental project. Although this has extended planning time lines and required increased staff effort, it does mean the system will have additional features that meet Alaska's specific needs. It is planned to have dial-in access to search the files or to do actual booking, at least on a pilot basis, by Fall, 1984.

The 1983 Film/Video Catalog has grown to 18 fiche including 7,500 titles with 25,000 copies. Fifteen hundred copies of the catalog were distributed statewide. The film listings are also included in the ALN Cat. A new routing switcher in the Anchorage Center is providing added flexibility in making multi format, multi quantity dubs of video. Copies are available in 3/4 inch and 1/2 inch Beta and VHS formats. 10,562 dubs of instructional television programs were made on school supplied tapes and 13,944 dubs for circulation of ITV material.

The Blind and Physically Handicapped service, located in Anchorage, now serves 488 borrowers and has 63 deposit collections in libraries, schools, hospitals, nursing homes, etc.

Public libraries alone circulate more than 2,000,000 items per year. This is an increase of 500,000 over 1980. The University of Alaska, Fairbanks, is taking the lead for the academic libraries in the state to develop an automated circulation system that will serve campuses throughout the state. Circulation will be based on WLN produced MARC records. Their computer system is also planned to include additional capacities such as indexing of Alaskana, public access catalog, the Alaska Collections Conspectus, and other items. Anchorage Municipal Libraries has selected GEAC as their circulation system; they plan to have it installed by the time their magnificent new building its opened in mid to late 1985.

Fairbanks North Star Borough Library, of course, led the way in Alaska and has upgraded its CLSI system. The State Library has installed the CTI Automated Media Booking System and has purchased the software for circulation and patron access catalog as well. One of the important considerations we face which reflects one of the strengths of Alaskan libraries has always been cooperation. With four major circulation systems either running or in the planning stages, it will be a challenge to provide the interface between them. In fact, we are probably very fortunate, because the basic tool to create the circulation record is the bibliographic listing of the material to be circulated and in Alaska, the WLN MARC database is used by all of these as well as by a great many others. This means that even though the systems may vary, as long as we continue to work together and are concerned about an interface between them, it should be possible to accomplish this additional degree of sharing.

As you look out the window behind you, you see a jewel of a stone building with a shake roof. It is Kettleson Memorial Library. The reason I point it out is that it is one of the buildings that was assisted by state or federal public library construction grant funds. More than 67 such grants have been made. That's alot of buildings to provide public library services to our various communities. Next year, Anchorage opens its fine new Z.J. Loussac central library headquarters building. This will be a showcase of public library services and design for the entire nation to envy, just as the Fairbanks North Star Borough Regional Library has been since its construction in 1976. The library buildings may vary from a few hundred square feet to over a hundred thousand square feet, but the commitment is the same: providing space for library services to the citizens of the State of Alaska. But, lest we look back in past accomplishments, let me remind you that there are 14 communities with more than 400 population without a public library.

I don't like to dwell on technology. What we must always remember is that technology is not an end in itself--it is a tool. It's what it allows us to do, to better serve patrons, that gives it it's importance. Technology is not new in Alaska. Satellite communications and teleconferences are common occurances to us; we use WLN for our bibliographic database; two automated circulation systems are running on mini-computers and two more almost ready; we continue to use telefacsimile and electronic mail; computer output microfiche is utilized extensively. But I would like to mention just a couple of new possibilities. One is Laser Disk Technology. The Library of Congress has a large development project which offers exciting possibilities for compact storage of information and conservation of print, image and recorded materials. We recently ordered a disk from the Smithsonian. It included 100,000 historic aircraft photograhs any one of which could be accessed in a couple of seconds. It had a printed index by plane name only, but it is possible to utilize a microcomputer to provide indexing and automatic searching. Think of it--100,000 photos immediately accessible on a disk the size, of a phonograph record. A television set and a player ($500-$600) is all thats required. Of course, there is the cost and time for the original preparation of the master disk, but the potential for resource sharing is evident.

The other development is using a digital television camera to create a microcomputer floppy disk that can then be sent over a dial-up modem to another computer, where it can be recorded on a floppy disk and then read off the disk. This might prove to be a high speed, efficient alternative to telefax because it utilizes equipment, microcomputers, that are already in many libraries and which have multiple uses.

I think that sometimes because we are so close to it perhaps we don't recognize what a unique and wonderful development the Alaska Library Network is. When I was speaking at a meeting of the American Library Association in Los Angeles last year on "Non-traditional delivery systems for geographically remote areas", I tried to set the stage for attendees to understand the immense size and isolation that is an everyday fact for Alaskans. Perhaps it wouldn't be out of place if I review part of what I said. I told them that if they left Atlanta, Georgia, they would fly over Georgia, Alabama, Mississippi, Louisiana, Texas (Oklahoma), New Mexico, Arizona, Nevada and California and still have to fly 250 miles out into the Pacific to equal the distance from Ketchikan to Shemya. Nome is 2,000 miles from Seattle and only 200 miles from Russia. Awesome terrain, of 20 highest mountain peaks on the North American continent, Alaska has 14. We have 5,000 active glaciers and we all in this room and so many others have created the Alaska Library Network to bring library services to residents in the smallest and largest communities. Did you know more than 20 library subjects groups are meeting over the Learn/Alaska teleconference network? Don't tell me it can't be done. We've done it.

There is an information explosion. The Library of Congress, the world's largest library, receives a new item every one and one half seconds of their working day. Its almost overwhelming to think of trying to control and provide access to that, but I am reassured by what Ralph Sockman once said and that is "the larger the island of knowledge, the longer the shoreline of wonder" and the library can be the vessel to carry you into every bay, cove, tributary, nook and cranny that you want to visit; to explore the deep uncharted depths or laze in a quiet eddy savoring the creative genius of mankind; can carry you to lands you have never seen or even to lands that never were. The library is an exciting place of delight. Have you ever asked yourself why you became a librarian? It might be the excitment because we do live on the cutting edge of that which is new as well as amidst the richness of the cultural residue of mankind. I think I became a librarian because of the neat people in it and because of curiousity. Curiousity about all those things that are going on all around us. The world of ideas in its broadest dimension. Lands formed by geography or lands formed because they exist only in the minds of their creators; the stock market; the world of the poet who creates images, distinct to each reader, but using the simple words that you or I do every day; the excitment of sports or politics; or the opportunity to learn as little or as much about anything and everything that we desire. It's nice to think that maybe the world will be a little better place for our having passed through. Librarians in Alaska can feel good that they have made the world a little better and provided to the people in that world an opportunity for each individually; to appreciate, enjoy, do and be more. They've given them something special. It isn't the thanks of the State Library that's important. It's the gratitude of the community that each of you serve whether it be school, academic, public, special, governmental or military. The opportunities are expanded because of you and because of the cooperation of all of us to better serve each of our readers.

CHAPTER FIVE

STATUS OF THE ALASKA LIBRARY NETWORK

Introduction:

The first section provides survey results from a questionnaire that was sent to Alaska libraries asking how they viewed the Alaska Library Network and what might be future directions for the network.

Section two contains a set of draft recommendations for the growth and development of the network which will be discussed at future meetings of Alaska librarians.

Section One:

The Alaska Library Network: A Survey and Results

(Sharon M. West, Information Access Services,
Elmer E. Rasmuson Library, University of Alaska, Fairbanks

In the fall of 1983, Nancy Lesh, chair of the WLN Alaska Users Group, asked Audrey Kolb, Northern Regional Coordinator, Alaska State Library, to chair a task force of librarians to investigate the state of the Alaska Library Network (ALN) and to make recommendations about its future directions for growth.

As part of this charge, the task force decided to survey the libraries of Alaska and ask them how they viewed the Alaska Library Network. Additionally, the group wanted to know what the librarians of Alaska saw as the future of ALN. To do this, Sharon West and Nancy Lesh compiled a questionnaire; Sharon West then distributed the questionnaire and compiled the preliminary results. This report is a statement of those preliminary results. It is intended that a more sophisticated analysis by computer will be done in the near future.

The questionnaire was sent to all libraries on the Alaska State Library mailing list. Of these, 93 libraries filled out the questionnaire and returned it. The demographic data is given below:

Geographic Area	
Northern	26
Southcentral	27
Anchorage	13
Southeast	24
Outside	1
Unknown	2

Type of Library	
School	30
Public	22
University	3
Community College	4
Combined	1
Special	26
Unknown	7

Size of Collections	
0-5,000 vols.	12
5,001-10,000 vols.	27
10,001-15,000 vols.	3
15,001-20,000 vols.	10
20,001-30,000 vols.	4
30,001-40,000 vols.	3
40,001-above vols.	4

No. of Circulation Transactions	
0-500 annually	2
501-2,000 annually	8
2,001-3,000 annually	8
3,001-5,000 annually	6
5,001-10,000 annually	8
10,001-over annually	24

Hours Open	
0-10 per week	4
11-30 per week	11
31-40 per week	41
41-50 per week	11
51-over	13

The results of the questionnaire were quite interesting and in some instances, quite surprising.

The libraries of Alaska are overwhelmingly aware of the Alaska Library Network. 90 libraries indicated they knew the term and concept and over 70 of them use the ALN fiche as well as many other services of the network. The major reason for not using the ALN catalog was that they did not receive it.

Most used the ALN catalog for interlibrary loan, as expected, but reference assistance, location assistance, and cataloging were very close behind. Identification of films for booking was also very popular. Of those answering the question, most (56 yes; 7 no) found what they needed in the ALN catalog most of the time. If they did not find what they needed, they assumed it was because the data base was too small, the item they were looking for was pre-1968, or the item was too specialized. This indicates quite strongly that the libraries in Alaska understand how the ALN catalog is built and what types of items are in it.

Of the libraries that responded, more used the University of Alaska, Fairbanks, than any other library for requesting ILL assistance. The Alaska State Library was second. Both of these libraries were in the top 3 for almost all respondents, regardless of geographic location. The other library cited varied, but was usually a library geographically close to the library responding to the question. This would indicate that these two libraries have collections that fill user needs statewide and perhaps is a positive comment upon the quality of ILL service delivered by these two institutions.

42 institutions used some type of automation and 46 did not. Most are using microcomputers, although, of course, the WLN libraries and OCLC libraries cited their use. The functions being automated were: 1) electronic mail; 2) reference assistance and cataloging; 3) indexing and bibliography production; 4) ILL, card production, and overdues generation. While other functions were automated, they were cited much less frequently than those given above.

50 libraries knew and used the Alaska Union List of Serials, but 42 did not. In view of the use of the ALN fiche, AULS is relatively unknown in the state. This was an extremely surprising finding. It was used, as expected, mostly for ILL. Most libraries responding did not want to add their holdings to AULS for two reasons: 1) they don't keep their runs; and 2) if they were in AULS, they would have to give ILL service and they don't have the staff to do so.

The Alaska State Library should be proud of itself, because the libraries of Alaska are proud of it. They give the State Library an overwhelming vote of support. Over 83 libraries actively work with someone from ASL; this finding is, without a doubt, an endorsement of the regional and school coordinator system. In fact, one of the requests of the southeast libraries was that they wanted a coordinator of their own.

Several questions were asked about the future directions of the Alaska Library Network.

Regarding the ALN catalog, the greatest demand was that the number of titles in the catalog be increased. Far below this as an option was the desire to have the catalog issued on a more frequent basis. If the choice, due to funding, has to be made between more frequent issues or more holdings, the librarians of Alaska vote for more holdings and titles. Many also wanted films issued in a separate catalog and, of course, this is already being done. To demonstrate the support for the ALN catalog, 63 would be willing to pay a fee, most of them up to $50 annually.

Many are planning to automate some or all functions within 3 years (43 libraries) and for those who have no immediate plan, 19 have some type of long-range plan or hope of automating.

The function most cited as prime territory for automation was circulation. At first glance, this may seem to be a surprising result, but remember that while 40 of the libraries responding had collection sizes of 5,001-20,000 volumes, 24 of them had circulation transactions annually over 10,000. Some of these libraries are obviously circulating every book in their collection at least once a year, and, sometimes more than once. Since many responding were school libraries, these circulation figures are condensed into 9 months. No wonder library after library said they needed help with circulation and overdues generation. For those who had no firm plans to automate, circulation was also the first choice for computerization. Following circulation, both groups cited cataloging and catalog production as being very important with ILL close behind. Other functions cited were very low relatively.

When it comes to learning about automation, more than 1/2 said they needed more information and they were looking to the Alaska State Library, other libraries in Alaska, the Alaska Library Association annual meeting and vendors to supply it. For those libraries who believed they were receiving enough information, they cited many of the same sources EXCEPT they highly praised WLN for the information they give out.

If libraries were not interested in automation or planning for it, they said it was because they were uncertain of the feasibility for a library of their size; this reason was followed by the cost, which they believed to be too high. This indicates that we need to get more information out so librarians can make more informed decisions about automation.

In summary, Alaskan libraries were committed to resource sharing and wanted more of it and such items as regional collection development, funding for resources statewide, and interlibrary loan funding statewide. These are all concepts that support resource sharing. They would also like to see more sharing of human resources, through the development of a "talent bank."

Section Two:

DRAFT OF RECOMMENDATIONS FOR THE GROWTH AND DEVELOPMENT OF THE ALASKA LIBRARY NETWORK.

[Ed. Note: The following draft recommendations come from a Task Force of the Alaska WLN Users Group, as explained in the preface by Audrey Kolb, chair of the Task Force. The recommendations will go to the Alaska WLN Users Group for approval at their September 1984, teleconference. They will then be acted on as appropriate; most will be forwarded to the Alaska State Library for consideration and action. Others will be followed through on by the Users Group.

If the reader has comments and/or questions about the recommendations, or would like to see the final copy, please contact either Audrey Kolb or Nancy Lesh. They would be very glad to hear from concerned individuals.]

PREFACE

The task force was appointed by Nancy Lesh, Chairman of the Alaska WLN Users Group. The Users Group is concerned that growth and development of the Alaska Library Network proceed with adequate planning and benefits to all Alaska libraries and their users.

The task force members each brought to the task a strong personal commitment to resource sharing and a philosophical commitment from their employing institution. Alaska, in comparison to other states, is information poor in the quantity of resources available to its residents. In addition our sparse population is geographically dispersed; lacks easy, inexpensive road access to population centers; and faces weather conditions creating further obstacles.

In order to respond to its charges, the task force prepared and disseminated two questionnaires:

1) to Alaska libraries to determine the familiarity with products and services of the Alaska Library Network (Alaska Is A Library, chapter 5, Section 1)
2) to Principal and Associate Members of WLN, in Alaska and other states, to determine patterns of use with the WLN data base and various problems which might affect Alaska libraries. (Alaska is a Library publication, see end of this section)

The task force wishes to thank those libraries responding to the questionnaires. The information was invaluable to our discussions of future direction of the Alaska Library Network and its catalog.

Among other things, we learned there are computers in Alaska, EVERYWHERE. If a brand was ever manufactured, some institution is likely to have it. While not exactly a situation of one-of-a-kind, Alaska certainly contains a zoo of computers. Overcoming the equipment obstacles to cooperation and resource sharing will challenge each of us.

Audrey Kolb, Chairman

DRAFT

TASK FORCE MEMBERS

Audrey Kolb, Alaska State Library; Chair
David Zavortink, Fairbanks North Star Borough Library
Richard Engen, Alaska State Library
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INTRODUCTION

The report which follows has as a basic premise a belief in the value of resource sharing in library networks in general, and in the Alaska Library Network in particular.

Technology, through the WLN data base, has become a cornerstone of the Alaska Library Network. The shared use of technology requires a measure of conformity: adherence to accepted standards in communications format for data transmission, in library operations and cataloging.

Library Systems Newsletter, Nov. 1983 (excerpted in the Appendix) states in an article "Automation for Small Libraries":

> "cost effective library automation is most likely to be achieved when a library mounts an integrated system capable of supporting the automation of multiple functions. p.81
>
> "A data base of bibliographic records is basic to all forms of library automation
>
> "...the importance of developing a high quality data base of full length bibliographic records that comply with national standards.
>
> "The one element which has an extensive life span is the data base, and its longevity is a function of its original design." p.82

DRAFT

Stand-Alone, single-function automation packages can be expedient in the solving of a pressing problem; at risk is a long-term automation plan. Can it interface with other automated systems in the state? Can other functions be added to build an integrated system?

Librarians considering automated systems should consider a number of factors including:

- Value to users of ready access to information about library resources in the Alaska Library Network
- Need for computer-produced products, e.g. COM Cat for distribution
    - *example: Community colleges to support distance-learning programs
    - *example: school district-wide catalog of teaching/learning resources in all formats
    - *example: Opening of new school libraries
- Accreditation, where information on the quantity and availability of teaching/learning resources of the district are essential

- The utility of records on magnetic tape for other automated services, such as circulation, interlibrary loan, acquisitions, production of bibligraphies, etc.

- Interface with state, regional and national networks. Standalone systems may not be capable of interfacing

- Adherence to MARC communication standards for maximum opportunity for interface and data manipulation

- Manhours to input holding, e.g. a brief record to run against a quality data base vs input of entire cataloging records which likely will not meet accepted standards

- Teaching/learning where the objective is transferable skills, whether it be for higher education, independent study or continuing education

As the WLN data base is the cornerstone of the Alaska Library Network as it presently exists, the ALN Catalog is the foundation of expanded resource sharing. Statistics from the six Resource and Research libraries in the Alaska Library Network show an increase of 13.5% in the number of interlibrary loan requests six months into FY84 and an 18.4% increase in the % of fills over FY83. Other Alaska WLN members are also loaning materials, and borrowing more. There is no doubt that the ALN Catalog is affecting the sharing of resources.

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CHARGES & RECOMMENDATIONS
ALN/WLN Task force
May 29, 1984

1. *In what order should various Alaska libraries be encouraged to become WLN members (considering size, type, and unique collections, etc.)?*

   A. Broaden the ALN data base by adding WLN members which have unique collections.

      1) Identify special libraries whose holdings would enhance the ALN catalog.

      2) Encourage those libraries which are not yet WLN members and whose holdings would enhance the data base to consider full membership in the data base. If full membership is not possible due to budget restrictions, or other reasons, WLN participation can begin with "Recon Only" membership status, as a first step toward Principal or Associate Membership.

   B. Encourage WLN membership which will disperse interlibrary loan services, e.g. libraraies in a geographic area, community colleges, school districts.

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Rationale

Librarians want more resources in the Alaska Library Network Catalog. The need was mentioned for the data base to be broader in scope and to add unique collections.

Service to users could be improved with more libraries becoming WLN members. Some potential benefits of participation in the common data base:

Cooperative collection development
Area or regional holdings
Reciprocal borrowing
Shared circulation system
Improved interlibrary loan services

The rate of increase in interlibrary loan seems to be about the same percentage in all libraries, regardless of the size of the library.

2. *What libraries (and in what priority order) should be encouraged to initiate recon projects into the WLN database so that networking, ILL, and resource sharing are immediately best served by our ALN Catalog? Consideration should also be given here to area libraries wanting to quickly get union catalogs set up, and new libraries who want to set up COM catalogs for their openings.*

   A. Encourage recon of collections which will expand the diversity of holdings and thus increase the usefulness of the ALN Cat.

Examples:	Special libraries with unique collections
	Community colleges
	School districts
	Area centers or libraries functioning as service points for interlibrary loan and reference
	Alaskana
	Older, but valuable materials

   B. Encourage recon in libraries which will use Recon Only membership as a first step toward full WLN participation and which agree to participate in interlibrary loan.

   C. Include other libraries, the decisions to be based on a statewide plan for network development.

DRAFT

Rationale

The interest in broadening the scope of Alaska holdings and in spreading the interlibrary loan load were mentioned in #1.

The potentialities of automated functions offer tremendous value to libraries and their users. A library can avoid limiting future functions by adhering to the international MARC communications format, the standard adopted by WLN. For those libraries which will become part of the GNOSIS system, the entering of bibliographic records by Recon Only membership could be prepatory to implementation of the circulation system because the link between the bibliographic and circulation records is essential.

Recon using UACN is not an easy procedure. Almost every tape has generated a new variety of problems. Recon can now be accomplished by submitting Apple or IBM-PC microcomputer floppy diskettes. See "WLN Retrospective Conversion by Microcomputer", WLN, February 1984.

This "Recon by Microcomputer" procedure is available to any WLN Principal, Associate or Recon--Only member library, as an alternative to on-line entry through WLN terminals.

3. *How should recon projects be funded? Via library budgets, Interlibrary Cooperation Grants, legislative funding package, other, or combinations? What are the responsibilities of WLN participants to fund all or part of the recon work -- should some be funded elsewhere if the collections are valuable, but libraries with less valuable collections have to pay for themselves?*

   A. Continue Recon as a high priority.

   B. Provide funding assistance for recon of special collections to enhance the diversity of records within the ALN Cat.

   C. Continue the sharing costs of Recon between the holding library and the use of grant funds, e.g. Interlibrary Cooperation Grants.

   D. Investigate the feasibility of a combined funding package for libraries in the University of Alaska system as a expansion of the GNOSIS automation project, either from the legislature, federal funds or foundation grant.

Rationale

Because of the number of libraries participating in the WLN data base, recon creates both a statewide resource and a Pacific Northwest resource. The ease of cooperative collection development and of resource sharing are greatly facilitated by this technology.

Benefits are mutual. The library gains magnetic records for future automated services, such as circulation, management information, on-line catalog, COM products, etc. Residents of the state and region benefit from increased access to materials by resource sharing. For these reasons grants should be considered as seed money.

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4. *Does the Alaska WLN users group have the right to limit WLN membership until current line service problems are solved?*

The Alaska State Library has an "Umbrella Contract" with WLN on behalf of Alaska members. Therefore it has the responsibility, with the assistance and advice of the Alaska WLN Users Group, for the coordination and development of the Alaska Library Network within WLN.

Rationale

Line service problems have been temporarily solved with installation of land lines. The problem will re-occur as more Alaska libraries join WLN and more terminals added.

Participation in the WLN data base benefits libraries of the state and the northwest, and therefore the users of those libraries. While the Task Force discourages the limiting of Alaska WLN memberships, it does believe that coordination is essential to the beneficial development of the Alaska Library Network.

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5. *Should libraries join WLN as a Principal or an Associate member?*

Four membership options are available in WLN.

The decision of which type of membership must be made by an individual library based on local needs and the library program. Some factors to consider are:

- collection size
- acquisitions per year
- potential reference use
- member, or potential member, of a shared local system and its compatibility with other automated systems.
- whether the library is serving as an area center or service point for other libraries
- COM products desired
- staff resources available
- existence of a Principal Member willing to work with the potential member

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6. *How should they come on-line -- dial up or dedicated line? And when?*

   A. Libraries can begin participation in WLN using the Dial-Up Mode. When the volume reaches a point where the dial-up process slows the work flow, or when costs equal (or almost equal) or exceed dedicated line charges, then the change to a dedicated line can be made.

   A library should change to a dedicated line when:

   1. the hourly use charge is close to or equals the monthly cost for a dedicated line
   2. the use of the WLN utility increases to many hours of each day
   3. access by dial-up impedes good work flow
   4. the data base is not used as often as the staff would like because of necessity to dial-up each time or because of the slow transmission

   B. The task force recommends the Alaska WLN Users Group urge WLN to address the availability and the ease of dial-up access, as well as the speed of transmission.

DRAFT

Rationale

Dial-up users complained about the complex and cumbersome dial-up procedures. While WLN did simplify sign-on procedures to a degree, Alaska librarians reported a recent rash of problems. Specific complaints included the inability to get into the system until mil-afternoon, frequent cut-offs and no response on the terminal.

A toll-free line is no longer available in Alaska as it was with Tymnet. Alascom has assumed management of the computer nodes and long distance charges are assessed. Libraries analyzing costs of dial-up need also to include calculations of the time required for sign-on plus additional sign ons if the connection is broken, the costs of time and line charges when there is no response to a command, etc.

The selection of the IBM-PC as the WLN terminal has increased the potential for automation in small libraries. Multiple automated functions possible with the PC enhance the utility of microcomputer purchase for office and management functions, plus the library applications that are possible. The batch mode of input used in Dial-Up is cost effective and should be continued. Batch input also allows use of the PC for other library functions when the computer is not on-line to WLN.

7. *Alaska Library Network Catalog:*

7a. *Should the ALN Cat be funded by the Alaska State Library budget, or should a regular alternate method be sought? If so what?*

A. Continue funding of the ALN Catalog from a central source, e.g. a special appropriation or budget item, LSCA or other federal funds, Interlibrary Cooperation Grant, etc.

B. Investigate the costs of semi-annual supplements to the ALN Catalog.

Rationale

Users of the ALN Catalog expressed a desire for more information and more frequent updates.

Technology can shatter barriers of distance and isolation. If the ALN Cat is not funded in the Alaska State Library budget, it would be necessary to charge for the catalog. The smaller communities have smaller libraries with smaller budgets. These libraries would have the greater difficulty in absorbing cost of the ALN--the very locations where the need is greatest. The task force members adhere to the philosophy that whether people live in a small village or a metropolitan area, quality library resources are important to modern life.

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7b. *Should distribution of the ALN catalog be expanded beyond the present formula (i.e.--distribution to libraries in the state known to have fiche readers.)*

7c. *How many ALN catalogs should be available in a community (distributed free by ASL)? Should as many places as have libraries get them (i.e.--a rural education center, the public library, the school, for example), or should they be at the facility with an organized ILL function?*

A. Provide one copy to each library which has a fiche reader. Should a library system not desire one copy per library, provide a specified quantity determined by the system administration, not to exceed one catalog per library.

B. Provide the ALN Cat without cost to one or more sites within a community where staff has participated in training on utilization of the catalog and where interlibrary loan services are provided.

C. If funding restrictions require reduction in the quantity and/or frequency of publication of the ALN Cat (in order of priority):

1) Provide one copy to each library that has a microfiche reader.

2) Provide one copy of the catalog free to a library system with additional copies available for purchase.

3) Publish a complete catalog and a supplement in alternate years.

4) Establish regional systems of recycling COM Catalogs so that information about resources continues to be widely available, even if the information source is not the most current.

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7d. Should the ALN Cat regularly contain all types of media (print and non-print) or should the film catalog be printed separately? Or should either be printed both separately and together.

A. Maintain the catalog as a statewide resource of total holding of Alaska WLN members. Include all types of media in the collections of WLN members, even though some items may not be available for loan.

B. Include serials holdings in the ALN Cat and, if the ALN Cat and/or its supplement cannot be published at six month intervals, then a separate serials fiche catalog needs to be published six months after the ALN Cat publication date. Since libraries make less use of AULS than the ALN, distribution of the serials catalog could be limited to those libraries heavily involved in interlibrary loan of serials.

C. Publish an additional fiche catalog of film and video holdings annually.

D. Change the publication date of the ALN Cat to August to follow input of recon records, and begin the revised time schedule in August 1984 by producing an ALN supplement. The next full ALN Catalog would then be published in August 1985.

DRAFT

Rationale

This schedule would:

- relieve the workload at WLN when other COM Cats are in production.
- make known the library resources in the state at the time of year when interest in learning and reading activities increase and when school begins.
- give libraries wanting more frequent updates of Alaska resources the opportunity to purchase the WLN Resource Directory, an annual publication produced in January which includes Alaska holdings.

Additional comments from responses to the Questionnaire, but which were not among the charges to the task force, are as follows:

1. Continuing education is of strong interest throughout the state.

   A multiplicity of brands of computers are in place with no coordination or interface. More micros and stand alone systems are being purchased each year without necessary information to know how to write specifications or to make informed selections. A cooperative approach to continuing education by Alaska State Library, Alaska Library Association and the universities would be beneficial.

   There's a need for "traveling shows" or regional conferences in order to achieve broad participation in continuing education opportunities. Publicity and information dissemenation about ALN/WLN needs to be increased so that library staff have support for their recommendations to their administrations.

   The expertise is available in Alaska. What is needed is a Human Resource Directory so people can determine whom to call upon.

   Interest in regional circulation systems is high. Libraries want automated circulation/overdue systems.

   Most respondents, whether librarians, school superintendants or principals had heard about the Alaska Library Network. They endorsed the decisions made in the past in the development of the network. Comments about the leadership of the Alaska State Library were very positive. People generally want more: More access, more resources, more information, more continuing education opportunities.

DRAFT

SUMMARY OF SURVEY TO SMALL AND MEDIUM SIZED WLN LIBRARIES

The Alaska WLN Users Group Task Force on the Growth of WLN in Alaska, chaired by Audrey Kolb, had as one of their charges the request to recommend whether an Alaskan library newly joining WLN should join as a dial-up or dedicated line participant.

Use statistics for the number of hours the WLN database was used weekly or daily by small and medium libraries in the network was not available; this seemed to be the key for making a recommendation regarding mode of access. Would the use time of the database for a small to medium sized library be enough to justify the cost of the dedicated line, or would the use of dial-up access be more cost effective.

The Task Force improved a preliminary survey instrument designed by Nancy Lesh, and it was mailed out in September 1983 to 155 small to medium sized libraries in WLN; identification of the names of small to medium sized libraries was done in consultation with WLN Library manager Bruce Ziegman.

Number of surveys sent:	155
Number of surveys received (12 of which were invalid because of size, listed in WLN because were a MONCat project library only, etc.)	68
Number of libraries with valid responses used in the summary	52
Number of libraries responding who were on dedicated line	44
Number of libraries responding who were on dial-up	5
Number of libraries responding who were on both	3

Those using both dial-up and dedicated lines used dedicated lines for technical services activities and dial-up for reference.

The summary compilation to the survey is attached. I hope to work with David Andresen of WLN this fall 1984 to more fully break down the results (using a microcomputer and a statistical program) such as libraries adding "x" number of new titles per year spend "x" number of hours in the database on record verification, card ordering, attaching holdings, etc.

From the preliminary results of the survey, it appeared that libraries in these size categories did not use the database enough to justify paying the present Alaska cost of having a dedicated terminal. Rather, actual cost of accessing the database would be less through dial-up for the amount of time used.

However, this fact will still vary from library to library based on individual library procedures. Therefore, the recommendation is being made by the Users Group Task Force that Alaskan libraries now joining WLN, join initially as dial-up members. The libraries should carefully monitor the amount of time they are accessing the database; when the dial-up costs are equal to or exceed what the monthly charge for a dedicated line would be, the library should switch to a dedicated line mode of access.

A recommendation for WLN must accompany the main recommendation to new Alaska WLN members using dial-up: that is that WLN give as good support to dial-up members as they do to dedicated line members. Dial-up users responding to the survey agreed that signing on is a cumbersome activity, best suited to a batch activity format rather than accessing the database whenever a staff person has a quiry.

Summary submitted
Nancy Lesh
11/7/83

Note: for complete wording and information on the recommendation prompted by this survey, please see the formal statement of recommendations from the Task Force.

BOTH DIAL-UP AND DIRECT LINE USERS, PLEASE ANSWER QUESTIONS 1 - 6

1. How are you presently accessing WLN? (Please circle your answer)

   Via dedicated line 43 Via dial-up 6 Both 3

2. If you are using both dedicated line and dial-up access, please explain why.
   3 answers) 1) 3 ded TS 1 dup Ref 2) cat - ded ref - du 3) pub. serv. - du tech serv - ded

3. Please indicate time spent weekly on various WLN activities. Place a check after the activity if you use it and indicate by letter (a, b, etc.) the time span best describing the time spent on it. Check as many as appropriate in the list below.

a) 0-15 minutes	e) 3-6 hours
b) 15-30 minutes	f) 6-8 hours
c) 30 minutes to 1 hour	g) 8-15 hours
d) 1-3 hours	h) more than 15 hours

ACTIVITY	dial up	ACTIVITY ENGAGED IN (✓) Dedicated line	TIME SPENT WEEKLY (a-h)
ONLINE:			
Reference inquiry	a - 3 c 2	a - 9 d - 11 b - 11 f - 2 c - 8 e 1	g 1
ILL Verification of bibliographic record	a 3 c 2	a 1 d 11 b 10 e - 6 c 6	f 1 h 1 g 1
ILL Location information	a 1 b 2	a 2 d 12 b 10 e 6 c 5 g 1	h 2
Card ordering	d 2 (1 is new lib; will decrease) 1 - not yet b 1; c 1	a 1 e 5 c 3 f 9 d 11	g 3 h 6
Looking for cataloging information	b 1 d 2 c 1	a 1 e 10 c 4 f 3 d 12 g 4	h 8
Inputting originally cataloged records		a 1 d 5 b 1 e 7 c 2 f 4	g 1 h 4
Changes to bibliographic records		a 3 d 11 b 7 e 3 c 3 f 1	g 1 h 2
Attaching holdings, doing HMOD, SCHMODS, HDELs		a 2 e 7 c 5 f 2 d 20 g 3	h 4
Acquisition subsystem	b 1 c 3 d 1	d 2 f 2 e 2 g 7	h 8
WYLBUR		a 3 e 4 b 1 f 1 d 6 g 2	h 3
Other, please explain	IMAIL → c1; D3; E1 NACO → E 1 Reconing E 1 pre order searching B1		
OFFLINE:			
using WLN products (Resource Directory, or a COM Catalog, etc.)	dial. up a 1, c 1, d 1	h 11 d 4 b 3 e 4 c 2 f 2	g 1
Other, please explain	process multiple lists - h1 vendor lists c1 use for editing our tapes - c1		

[NOTE: If you do not presently have the statistics necessary to answer these questions, would it be possible for you to keep track over a three week period and then respond to this questionnaire? Our thanks for the extra effort! Also, please tell us below if this three-week period represents a "typical" activity period for your library. Thank you.]

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4. How many bibliographic records do you catalog originally into the WLN database in a year?

under 100 = 4	300-400 = 2	600-700 = 2	1000-1100 = 3	1700 = 1
100-200 = 4	400-500 = 0	700-800 = 2	1200 = 1	2100 = 1
200-300 = 6	500-600 = 1	800-900 = 1	1400 = 1	5000 = 1 (w

0 = 6

5. Do you order catalog cards or preprocessed kits from any other supplier than WLN? (Circle as appropriate)

Yes 6 + 2 = 8 No 38 + 3 = 41

6. If you answered "yes" to number 5, please list the supplier(s) and percentage of total card sets and kits you order and receive from each.

50% B-T
100% B-T
only sound recordings B-T

80% B-T
80% B-T
B-T 75%/Follette 10%

dial-up
60% B-T
75% B-T

IF YOU ARE A DIRECT LINE USER, PLEASE PROCEED TO QUESTION NO. 24.

IF YOU ARE A DIAL-UP USER, PLEASE ANSWER THE FOLLOWING QUESTIONS:

7. List your last six months dial-up communication charges (if you have them) and total time spent in dial-up mode:

	Month:		Charge ($)	Time
115 min	August '83	Akf.b 178.38	a.. 15 ; 153.10	Tacoma → 5h. 6:03 hr (Feb)
88 "	July '83	" 224.01	555.45	8." 7.39 " "
210 "	June '83		100.77	4"
152 "	May '83		108.75	4½
1 "	April '83		372.16	7
169 "	March '83		298.87	6

8. Are you able to access WLN whenever you need to when the database is up? (In other words, are you able to get a WLN port whenever you dial?)

Yes 2 No 5

9. If "no" to no. 8, check the answers which best explain the difficulty you have dialing in and getting connected. (Check as many as appropriate.)

Can't complete sign-on through Telenet system	1
Can't complete sign-on when dialing direct	✓ 3
When WLN port is being dialed, the line is busy	✓ 4
When WLN port is being dialed, I get kicked off the system.	✓ 3
Other (specify in detail)	

only happens a few times a mo 1
sign-on procedure doesn't take on 1st try 1
system down - 1

10. Please estimate the percentage of times you are disconnected when you try to dial in. 20%; 5%; 1%; 1%; 20%+ ;

11. Do you batch activities to do on WLN or do you dial-up whenever you want to do something on the database?

BATCH	DIAL WHENEVER	Both
ILL	Ref - 3	11
HNEW RCP	Ref & ILL - 1	
3 more batch	ILL verif. - 1	
✓ hold, cdmd cat data		

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12. If you answered "batch" to number 11, how frequently do you then access the database? (Please check the most appropriate answer.)

Once a day	1 3
Twice daily (a.m. & p.m.)	2
Three times a day on a regular schedule	
Four times a day on a regular schedule	
More than 4 times a day	
Once a week	
Twice weekly	3
Three times weekly	
Other (specify)	

13. If you answered "batch" to no. 11, do you think you would access WLN more frequently if a dedicated line were available?

Yes 2+2 No 3

14. If you answered "yes" to no. 13, would this more frequent access help you accomplish work faster in a smoother work flow arrangement? If yes, please explain. sign on cumbersome. 1 (this lib. doing r questions as they come up.

Yes 2+2 No use dial up to hold down costs (after 5; resulting i longer staff h
(accompanying sign-on problems would be averted)

15. Would you want to change from dial-up to dedicated line if you could? (Please circle as appropriate). Could use terminal for other things (WSL does their catalogin

Yes 2+4=6 No 1 → 2 → use term. to access other db's.

16. Are you planning to change from dial-up use to a dedicated line? (Please circle as appropriate). use an IBM-PC for ref.

Yes 2 No 5

17. If you answered yes to no. 16, please explain why.
dial-up terminal in ref now to be dedicated

18. If you answered "yes" to no. 15, what factors are impeding you? (Please check as appropriate).

Telecommunications cost	
Direct line charge costs	
Budget for terminal	✓ 1
Not enough information on how to do it	
Other, specify "Uninet" not avail thru WLN, but Tymnet/Telenet not avail here	✓

19. Are you presently doing a recon project? (Please circle as appropriate).

Yes 2 No 5

20. If you answered "yes" to no. 19, how are you doing it? (Check as many as appropriate).

Through dial-up ________
Through direct input onto computer tape ________
Through microcomputer floppies and then transferring onto computer tape. ________
Contract with another library to do recon (either on-line with WLN or another way) ________
Contract with an outside vendor to do recon ________
Other, specify ________

21. If you answered "no" to no. 19, are you planning to do a recon project or have you already completed a recon? (Circle as appropriate.)

Planning to do one 3 Have completed one 1

22. If you answered "Planning to do one" in no. 21, how do you propose to do your project? (Check as many as appropriate.)

Through dial-up ________
Through direct input onto computer tape ________
Through microcomputer floppies and then transferring onto computer tape ✓ 1
Contract with another library to do recon ✓ 1
Contract with an outside vendor to do recon ________
Other (specify) ________
problem of where to transfer onto tape.

23. What problems, if any, do you have accessing the database via dial-up?
1) msg. on screen reads "system is busy", happens often & so frustrating
2) poor connection or break in connection
3) Getting port

IF YOU ARE A DIAL-UP USER, THAT COMPLETES THE QUESTIONS. THANKS VERY MUCH!

IF YOU ARE A DIRECT LINE USER NOT DOING RECON, PLEASE CHECK HERE ______ AND SKIP TO QUESTION NO. 29.

IF YOU ARE A DIRECT LINE USER DOING RECON, PLEASE BEGIN WITH QUESTION NO. 24.

24. Please provide details below about recon in your library:

a. Number of hours spent daily on this activity.
under 1 = 3
1-2 = 6
2-3 = 6
3-4 = 3
4-5 = 2
10 = 2
15-16 =
6-12 =

b. How long have you been doing recon? ________

c. How long do you anticipate the project continuing. ________

25. Are you using WYLBUR system to input into WLN? (Circle as appropriate.)

Yes 29 No 4

If no, please explain why.
only a-v on WYLBUR because of shortage of terminals
what to do about non-hits.

24b.
under 1 = 3
1-2 yrs = 11
2-3 yr = 3
3-4 yr. = 4
4-5 yr = 5
5-6 yr = 1
6-7 yr = 1

24c.
under 1 yr = 7
1-2 yr. = 11
2-3 yr - 2
3-4 yr = 1
4-5 yr = 3
years! = 2

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26. Are you using WYLBUR plus another method to do recon? (Circle as appropriate.)

Yes 6 No 29

27. If you are using any method other then WYLBUR, please indicate what it is. (Check as many as appropriate.)

Through microcomputer floppies and then transferring onto computer tape. ________
Through direct input onto computer tape 1
Contract with another library to do recon 1 (Carrollton)
Contract with an outside vendor to do recon 5
Other (specify) direct input 3
Carrollton - 1

28. Do you think use of another method has hampered or enhanced your recon project?

Yes 3 No 1

Please explain:

1 - got done quickly for circ system
1. used outside vendor becaus not enough records on d
1. insufficient staff; used outsi vendor to key in.
1. Ran from CLSI tapes

29. Are you anticipating switching to a dial-up terminal? (Circle as appropriate.)

Yes 1 No 38 1 - maybe dial-up ref.
adding for use in another location branch.

30. If "yes" to no. 29, please explain why you have made this decision.

31. If "yes" to no. 29, how do you plan to add records being originally cataloged in your library to the database when you are on dial-up? (Check as many as appropriate.)

Contract with another library to do inputting ________
Contract with another library for tagging and inputting ________
Contract with another library for cataloging, tagging and inputting ________
We don't catalog any original items ________
Other (specify) ________

32. Any other comments?

THANK YOU FOR YOUR HELP! WE ADMIRE YOU FOR MAKING IT THIS FAR, AND SINCERELY APPRECIATE YOUR HELP!

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CHAPTER SIX

WORKSHOPS

Introduction:

On the last day of the 1984 AkLA Conference, a series of workshops were held. Some did not lend themselves to documentation (being question and answer sessions or panel discussions); four, however, could be documented; they are as follows: "The Realities of Providing Library Services to Institutions," "Basic Library Skills," "Cataloging Machine Readable Data Files," and "WLN Microcomputer: New Power for Libraries."

Section One:

The Realities of Providing Library Services to Institutions

(Workshop presented by Kristy L. Coomes, Washington State Library and Mary McGee, Ketchikan Public Library)

There were several goals identified for exploration in these workshop sessions:

A. To discuss the philosophical basis for providing services to special populations, including those persons who are homebound or who can not use their library as a result of a disability, and those persons who reside in institutions.

B. To begin describing the practical "how-to" of establishing and implementing outreach library services, with emphasis on building appropriate library collections and discussing some potential ideas for programming.

C. To identify some resources that might assist library staff as they work in outreach settings.

D. To share some of the outreach experience of Alaska library staff, and to respond to questions of the workshop participants.

E. To begin identifying some specific activities that might occur in Alaska as followup to the workshop sessions.

The theme Alaska is a Library carried many implications for service to special populations. That all-inclusive concept, brought out during the AkLA theme programs, pointed towards the need to build local library capabilities which can result in statewide library strengths. Some outreach activities are most effectively delivered as a centralized service (such as the Talking Book program from the Alaska Library for the Blind and Physically Handicapped), but almost all other activities need to be tailored to fit specific community needs and circumstances.

However, regardless of the populations served, the skills of identification, planning, service delivery and evaluation are similar throughout any outreach service. Workshop participants were encouraged to establish their outreach activities based upon written plans and agreements between the library and any involved institutions. The "What's Your Rating?" checklist published in the ASCLA publication Interface (Winter 1984 issue) was recommended as a starting point, with emphasis on written agreements made early in the planning stages. It is very important that all parties understand the range of service that will be offered, as well as the role of the institution in providing space, financial support, programming support, etc.

The workshop began with a description of the major populations that should be considered as library staff begin to plan for outreach services. Major trends, kinds of resources and library programming that could be appropriate for each were discussed and are briefly outlined below:

Potential Populations to be Served by Outreach Programs

Incarcerated: local jails, state prisons and residential schools, probation and parole centers, halfway houses, group homes, substance abuse treatment centers, etc. Trend towards growing numbers especially in institutions for adult incarcerated.

The adult incarcerated population usually mirrors the population potentially served by a public library. Reading capabilities range from non-literate to university graduate school levels. This population, when they have access to onsite library materials and interlibrary loan, will read extensively and in a full range of subjects.

The collection development plan needs to be based on the library selection policy which should include reference to the Library Bill of Rights and the Freedom to Read statements. Some particular collection emphases might be:

Basic reference collection.

Periodicals: including daily newspapers, news magazines and specific subject titles.

Popular fiction: westerns; adventure, especially those published in series; science fiction; current best sellers; historical fiction. Mysteries of the Agatha Christie or Sherlock Holms variety are not popular, but there are few other subjects that will not be read in a corrections setting. Materials are usually preferred in a paperback format, but depending on the institution, hardback are sometimes acceptable in the fiction collection. Consideration of fiction useful in GED and education programs is important.

Nonfiction: popular self-help, psychology; sports and health related topics; poetry; arts and crafts; materials that support individual pursuit of vocational skills as well as support for formal vocational programs; GED and high school education class support; introduction to legal materials; history, especially relating to World War II and the Vietnam War.

Some publications which constitute a threat to the safety of the institution probably will be identified by the corrections staff. Examples of such titles would be material which provides directions for building bombs, information concerning electronic security systems, etc.

Especially important for the collection are publications by authors of ethnic groups represented in the institution population and publications about the ethnic populations.

Programming in corrections is often difficult due to the constrictions required to maintain custody. However, media is popular in the library and can also be utilized in dayrooms or loaned to corrections organizations as they sponsor programs. Libraries have sponsored a wide variety of events ranging from poetry writing contests, book discussions, to sponsoring speakers participating in Commission for the Humanities programs.

Mentally Ill: hospitals for the mentally ill, community mental health centers, halfway houses or group homes, local jails and state prisons.

There are two groups that use library services somewhat differently:

(1) Mentally ill offenders may be committed by courts to a hospital setting with custody, or they may be committed to a corrections institution. The mentally ill offender has nearly the same range of interests and reading capabilities as those mentioned in the above section, but with the addition of strong interest in psychiatric publications.

(2) Mentally ill patients are often heavily medicated and, depending on their reaction to the medication, may make quite different use of library services. If the person is responding well to medication, reading interests are quite similar to the interests in a corrections setting. Patients are of all ages, and with all the various levels of literacy. Often, however, the person may have the ability to concentrate only with difficulty and at that time the library use will be concentrated upon audio visual materials, periodicals, short publications, heavily pictorial or illustrated titles, etc.

Aging: Home bound, Pioneer Homes, hospitals, nursing homes, private retirement homes, senior centers, hospitals for the mentally ill, etc.

Large print books are very useful with the elderly but it is difficult to get a wide range of subjects and in enough depth for many regular readers. Titles with hardcovers are often too heavy for many readers to hold for the time needed.

Many elderly are eligible for the services of the Alaska Library for the Blind and Physically Handicapped since they can no longer read "normal" print or they are unable to hold a publication or turn its pages. The level of visual or physical impairment can be ascertained and the librarian can certify the application for service. Library staff must take time to carefully explain and demonstrate the equipment since many elderly have not used similar audio equipment.

Periodicals are basic to the service.

Fiction: westerns; classic writers that many elderly read as children; mysteries; romance; historical fiction, biographies, etc. Little interest in any science fiction. Many prefer short stories and often request anthologies. A significant interest in current best sellers.

Nonfiction: poetry, humor, illustrated and pictorial books especially titles that show the period of time when they were growing up; Alaskana, as well as a complete range of popular nonfiction reading.

Programming: storytelling, puppet shows, sing alongs, audiovisual presentations, as well as speakers on popular subjects, bibliotherapy or reading/ discussion groups, etc.

Physically Disabled: Unless disabled to the extent where they need institutional care, disabled individuals have the most difficulty in accessing libraries due to internal and/or external steps, doorways too narrow for wheelchairs, etc. Major emphasis for libraries needs to be evaluating the facilities accessibility and making appropriate changes, as well as providing homebound service for persons without mobility. Modifications for the visually impaired also need to be considered. As a beginning, staff should research the regulations of Section 504 of the 1977 Rehabilitation Act which governs recipients of federal funding.

Depending upon their disability, many disabled persons are eligible for the Alaska Library for the Blind and Physically Handicapped service. Others, however, have no difficulty using library materials.

Developmentally Disabled: Depending upon the level of the disability and the ability of school systems to mainstream, many developmentally disabled remain in their individual homes receiving some level of additional education or other support services. Others may live in institutions such as group homes, residential care institutions, etc.

A wide variety of library materials are used by the developmentally disabled. Materials in the juvenile collection are popular, but audio visual materials are primary collection needs. Magazines are popular, especially the YA and juvenile titles. Toys and games that build sensory awareness and the ability to concentrate are useful both with the developmentally disabled and other children who use the library.

Programming potential is similar to any juvenile programming in the library: storytelling, puppet shows, library contests, film shows, etc.

The potential for building outreach programs in Alaska is already demonstrated in several of the public libraries and Mary McGee talked about the experience of the Ketchikan Public Library in establishing their program.

The group spent some time talking about ways to build the outreach capabilities. Among the suggestions were:

Jointly purchase and set up rotating or shared collections of large print titles, or other materials such as story telling kits, that would be useful to several libraries and would avoid duplicated expenditures.

Utilize teleconferencing capabilities to talk in more depth about particular aspects of outreach services.

Establish a round table or similar group within the structure of the Alaska Library Association.

Share bibliographies and other publications useful to many libraries involved in outreach. Publications can be aimed at library patrons or at the provider staff who work with the outreach populations.

Compile a directory of library staff who are providing outreach services, or who are interested in outreach services, and publish a newsletter which describes projects, programs, shares bibliographies, human and print resources, etc.

Provide orientations to library outreach services for staff or institutions.

Arrange to speak to community organizations about the library outreach program in order to (1) make people aware of the outreach service available in the community and (2) provide information to volunteers who might wish to work in the outreach program.

Develop workshops for staff of institutions which highlight library resources. Develop handouts describing library services that can be given to new staff or to staff unable to attend library orientation or workshops.

WHAT'S YOUR RATING?

"Where is Library Service to Jails in Your Community--A Rating Scale"

This checklist can be used to rate library service in community jails. The checklist was used in a follow-up session to ASCLA's 1980 National Institute on Library Service to Jail Populations held at the Nevada Library Association annual conference in 1983.

10. Library service available to people confined in jail equal to that available to the general population.

9. Reference service provided on an individual basis to people confined in jail.

8. Materials acquisition and selection policies mutually developed for library service are implemented.

7. Staff member/s assigned on an on-going basis to library service to the jail with service to cell area as needed.

6. Library services set up in jail for recreational, informational, and legal use in a specified accessible area.

5. Library and jail administrations draw up formal agreement including a plan describing the service, its staffing and funding.

4. Jail administration and library administration talk about developing formal library service to jails.

3. Library provides services to the jail as well as materials.

2. Library brings selected paperbacks and magazines to the jail for the use of people confined there.

1. Communication between the administrations of the jail and the library.

0. No library service available.

Source: Association of Specialized and Cooperative Library Agencies, ALA. INTERFACE Volume 6, No. 2, Winter 1984.

Section Two:

Basic Library Skills

(Workshop Conducted by Audry Kolb and B. Jo Morse)

The participants came to the session with many questions that ranged from how to weed a library collection, where to get periodicals, card sets or latest selection tools, to how to evaluate instructional television programs.

The coordinators with the Alaska State Library prepared packets of information that were distributed following the AkLA Conference.

The following listing gives a breakout of the type of materials sent and that can be requested by other librarians anytime.

Card sets ordering information.

Magazine ordering ideas.

How to weed a small library.

Bibliographies on old time radio tapes, Alaska native interviews, standard selection titles.

Examples of circulation procedures.

Instructional television evaluation forms.

The above gives only an example of information or actual materials available to you. Do write or call any of the Alaska State Library coordinators for help.

Audrey Kolb, Northern Region Coordinator
1215 Cowles
Fairbanks, Alaska 99701
(907) 452-2999

Judy Monroe, Southcentral/Network Coordinator
650 West International Airport Road
Anchorage, Alaska 99502
(907) 561-1132

B. Jo Morse, School Library/Media Coordinator
650 West International Airport Road
Anchorage, Alaska 99502
(907) 561-1132

Section Three:

Cataloging Machine Readable Data Files

(A workshop presented by Sylvia S. Fink,
Project Cataloger, and Ruth Jean Shaw, Manager,
AKLA Convention, March 7, 1984)

At Library Resources, we can testify to the explosive growth of software programming available for microcomputers and the consequent need for a new set of cataloging guidelines. Two years ago, we developed our own format based on amalgamation of Chapter 9 and recommendations from an internal task force to supplement AACR II, Chapter 9. The Committee on Cataloging: Description and Access-Task Force on the Application of AACR II (Chapter 9) has recently established a final set of "Guidelines for Descriptive Cataloging of Microcomputer Files." During the last year, as the Anchorage School District's cataloger for this medium, I have altered our ASD format to conform to the interim standards of this committee as reported by Nancy Olsen in "On-line AV Cataloger." The following exceprts outline current ASD procedures and samples, a list of "Tools for Cataloging Microcomputer Software" and a bibliography of suggested "Cataloging Resouces for Microcomputer Software." Handouts at the Sitka conference included other materials reprinted with permission for that workshop. Sue Dodd's book and the new "Guidelines" are my top priority choices for anyone beginning software cataloging.

Tools for Cataloging Microcomputer Software

Anglo-American Cataloging Rules. Edited by Michael Gorman and Paul S. Winkler. Chicago, American Library Association, 1978.

CC:DA Task Force on the Application of AACR2 (Chapter 9) to the description of microcomputer software. Final report. (in preparation, place order with Bill Bunnell, RSTD, American Library Association, 50 E. Huron St., Chicago, Ill 60611)

On-line Audiovisual Cataloger. Quarterly. Contact Catherine Leonardi, 3604 Suffolk, Durham, NC 27707.

Cataloging Service Bulletin. Washington, D.C., Library of Congress.

WLN tagging manual for machine-readable data files (when it becomes available if your library is a WLN participant).

Cataloging Machine-Readable Data Files; An Interpretive Manual. Dodd, Sue A. Chicago, American Library Association, 1982.

Classification schedule used by your library.

A microcomputer - absolutely necessary in order to read the menus of microcomputer programs.

Anchorage School District
Library Resources Procedures

1. Disk checked on receipt.

2. Pre-search.

3. Cataloging/classification.

    a. Using a worksheet serves as checklist.
    b. Classify using DDC with MRDF superscript and combination of letter Cutter and accession number.
    c. Descriptive format by nationally accepted cataloging standards.

4. Card preparation - will hopefully be inputting to WLN as soon as tagging format and manuals are available.

5. Physical preparation for distribution, stamping, labels (done on a micro) card/pocket, plastic container if required.

MECC are exceptions to routine (last 16 titles = 1575 pieces requiring physical preparation, 4093 cards sorted to card sets for distribution to 580 locations).

Use distribution sheet developed by Della Matthis who verifies disk title and sends advance copy of documentation. Library Resources uses a special handling sheet to keep track of pieces and locations.

Samples for Latest Revisions - February 1984

MRDF
001.56
B-1 Blissboard (Machine readable data file). --
St. Paul, Minn.: Minnesota Educational
Computing Consortium, c1982.
1 data file (ca. 500 logical records),
1 program file on 1 computer disk; 5 1/4"
System requirements: Apple II (or higher);
dual disk drives.
Disk characteristics: Floppy disk; single side.
Accompanying documentation: Blissymbolics
blissboard.
Intended audience: For use with verbally
handicapped, no grade or age limit.

(continued on next card)

MRDF
001.56
B-1 Blissboard (Machine readable data file). --
(card 2)
Summary: Containes nearly 500 Blissymbols which
may be displayed sequentially or transferred to drill
programs.
#766-Disk.
#955-Documentation.
1. Communication devices for the disabled--
Computer-assisted instruction. 2. Handicapped--
Means of communication--Computer-assisted instruction.
3. Pasigraphy--Computer-assisted instruction. 4. Apple
computer--Computer programs--Speciments. 5. Machine
readable data files.
I. Minnesota Educational Computing Consortium
II. Blissymbolics blissboard '84.

MRDF
523.2
P-1 The Planetary guide (Machine readable data file).
--Belevue, Wash.: Synergistic Software,
c1983.
5 pgoram files (Applesoft, Apple II) on
1 computer disk; 5 ¼" + document (61 p.; 22 cm.)
System requirements: 48K, DOS 3.3.
Programs by Kevin Bagley and David Kampshafer.
Documentation by Mary Lynne Sanford.
Summary: Aids learning of planets and solar
system.

(continued on next card)

MRDF
523.2
P-1 The Planetary guide (Machine readable data file).
(Card 2)

1. Astronomy--Computer-assisted instruction.
2. Solar system--Computer-assisted instruction.
3. Apple computer--Computer programs--Specimens
4. Machine readable data files

I. Bagley, Kevin II. Kampshafer, David
III. Sanford, Mary Lynne '84

MECC

L.R. Handling Slip

date & initial each process

Documentation Disk		# of items
____________________	Rec'd L.R.	
____________________	Assembled, stamped labeled in plastic container	disks_____ documents______ containers_____
____________________ ____________________	Overruns ret'd/ extra requested	disks_____ documents______
____________________	Rec'd A.V.	
____________________	Cataloged from advance copy	
____________________	Typed cards	Cards per set______
____________________	Cards sent for xeroxing	Card sets______
____________________	Cards rec'd from xeroxing	
____________________	Extra cards requested	
____________________	Cards/pockets typed	c/p sets_______
____________________	Final assembly of card sets cards/pockets containers	
____________________	Shipped	

MRDF CATALOGING WORKSHEET

SPEC. INSTRUCTIONS:_____MECC HANDLING SHEET________SHIP OUT FRONT DOOR
_____NOFITY_______________________________________

_______________BY___________
(Date) (Initial)

DDC
MRDF

ME

TIL

EDN

IMP

COL. program file ( ) on computer disk:
sd, col; 5¼" + document (p.; cm.) +

System requirements:

Disk characteristics:

NOTES:

Title
Language
Intended audience
Summary

Contents

Numbers

SU

computer--Compuer programs--Speciments.
Machine readable data files.

AE

Cataloging Resources for Microcomputer Software

A Bibliography of Computer Assisted Instruction Programs in the Anchorage School District. Anchorage, AK. The District, Dec. 1983.

CC:DA Task Force on the Application of AACR2 (Chapter 9) to the Description of Microcomputer Software. Drafts as reported by Nancy Olsen in On-line Audio-visual cataloger. Vol. 3, no. 2, June 1983 and vol. 3, no. 3, Sept. 1983. Final version in preparation for publication end of March 1984, per telephone conversation with Bill Bunnell. RSTD.

Costa, Betty, and Marie Costa. A Micro Handbook for Small Libraries and Media Centers. Littleton, Colo. Libraries Unlimited, 1983.

Dodd, Sue A. Cataloging Machine-Readable Data Files: an Interpretive Manual. Chicago: American Library Association, 1982.

Gorman, Michael, and Paul S. Winkler. Anglo-American Cataloging Rules. Second edition. Chicago: American Library Association, 1978.

Guidelines for Cataloging Microcomputer Software. Manitowoc, WI.: Wisconsin Educational Media Association, 1982.

Guidelines for Processing and Cataloging Computer Software for Schools and Area Education Agencies; Suggestions to Aid Schools and AEA's, prepared by Elizabeth Martin and others. Des Moines, Iowa: Iowa Dept. of Public Instruction, 1982.

Olsen, Nancy B. Telephone conversation. Feb. 1984.

Olson, Nancy B. A Manual of AACR 2 Examples for Microcomputer Software and Video Games by Nancy B. Olson; editor, Edward Swanson. Lake Crystal, Minn.: Soldier Creek Press, c1983.

Shaw, Ruth Jean and Sylvia Fink. Choose A Bigger Byte. Anchorage, AK. Anchorage School District, 1983.

Contains bibliographies on indexing tools; periodicals, monographs and software.

(The Shaw Fink publication is available by request along with a self-addressed, stamped 9" X 12" manila envelope from Ruth Jean Shaw, Manager, Library Resources, Anchorage School District, 1800 Hillcrest Drive, Anchorage, Alaska 99503.)

Section Four:

WLN Microcomputer: New Power for Libraries
(Workshop presented by David Andresen, WLN)

[Ed. Note: WLN has chosen as its new terminal the IBM-PC, modified by WLN to fit network standards. The IBM-PC can be used for other purposes when not accessing the WLN database. The following are summary statements of material presented by David Andresen during the workshop. The first part describes the IBM-PC as modified by WLN - its parts and application as a terminal to access WLN; the second part describes the use of the IBM-PC for other local applications. Ideas in this part could be useful also for libraries who are not WLN members and do have an IBM-PC in their library, or another microcomputer.]

Part I:

WLN-PC:

Modified IBM-PC

Still functions as an IBM-PC

192K of RAM - expandable to 512K

1 floppy disk drive - or 2

Or hard disk

Custom keyboard

High resolution graphics monitor

Printer port

Serial port

PC Dos 2.0

Functions as a WLN terminal

Also as an IBM-PC

Runs off-the shelf Programs

Programmable by libraries

- Basic (standard)
- Pascal
- Other languages

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How is it different compared to Apple, Radio Shack, etc.?

More powerful
Faster
Easier to use
Takes getting used to

Some applications:

Using WLN records locally
Keeping local databases
On-line searching
Technical Services quality control
Analysis of library user surveys
Circulation analysis and forecasting
Staff scheduling
Serials check-in
Catalog card production
Accounting

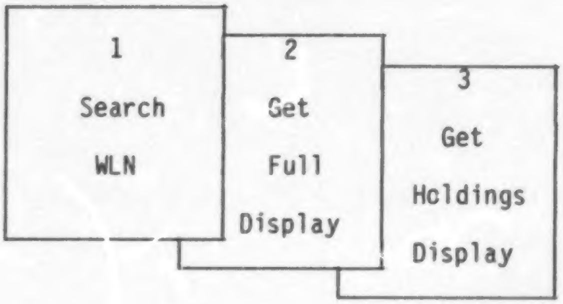
Using WLN records:

Problem: Quickly generate a comprehensive bibliography on Sport Fishing in Alaska.

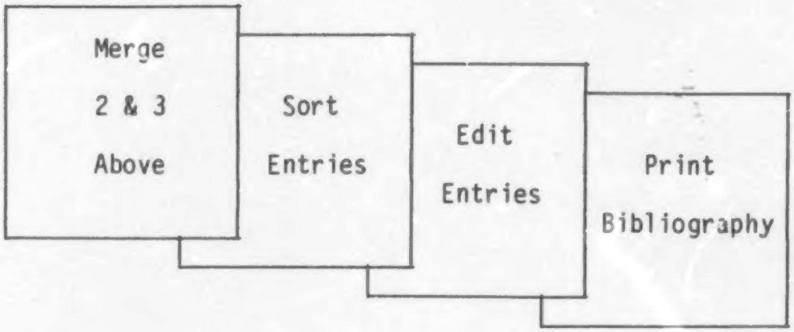
Solution:

Search WLN
Save search results on disk
Reformat search results
Print results

WLN-PC Terminal Mode



WLN-PC Microcomputer Mode


Merge
2 & 3
Above
Sort
Entries
Edit
Entries
Print
Bibliography

Part II:

Local Database

Problem: Put the photograph file on the PC.

Procedure:

- Estimate file size
- Define information fields needed
- Estimate amount of storage needed
- Select a suitable program
- Input data
- Use file

File size = 2,000 photos

Fields

Subject:	100 Chars
Photographer:	30 Chars
Title:	150 Chars
Size:	10 Chars
See:	100 Chars
Type:	10 Chars
Notes:	150 Chars
	550

Storage needed:

2,000 X 550 = 1,100,000 Bytes
+ 20% for Indexes = 1,320,000 Bytes
X 2 for Growth = 2,640,000 Bytes

Program selection:

Data base manager
At least 4,000 records
7 fields
550 Characters

DBase II

RB: 4000

Knowledgeman

Others

Input data

Define record
Decide on indexes
Create fancy screens
Enter data

Use data

Boolean searching
Sorting
Printouts

The University of Alaska provides equal educational and employment opportunities for all, regardless of race, religion, color, national origin, sex, age, physical handicap or veterans status.